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ABSTRACT

This guide suggests approaches that new and experienced Technical and Further Education (TAFE) teachers may find useful in answering questions that may lead to improvement in their teaching effectiveness. In the first part of the guide, such questions are discussed, together with possible strategies for answering them and useful reference texts. Questions were supplied by full-time college teachers, who were asked to identify the indicators of effective teaching. Questions are grouped under five headings: contextual, teaching, administration/management, professional matters, and industry links. A bibliography lists 68 references. Appendixes in the second part of the guide include information on designing and administering questionnaires and a sample self-evaluation questionnaire; different ways of seating groups; a time analysis chart; New South Wales Department of TAFE teacher evaluation forms; an example of an agenda; a list of National Industry Training Committees; a South Australian sample self-appraisal of teaching; and a brochure about the TAFE National Clearinghouse vocational education and training database. (YLB)

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William Hall
Linda Are

IMPROVING EFFECTIVENESS

Suggestions for TAFE teachers

William Hall

and

Linda Are

ADELAIDE 1991

TAFE

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INTRODUCTION

The purpose of this monograph is to suggest approaches that new as well as many experienced TAFE teachers may find useful in answering some of the questions which may lead to improvement in their teaching effectiveness.

There may also be value in using the questions and strategies for staff development purposes. The aims of this publication are to:

- stimulate thinking on a broad range of topics related to teaching in TAFE;
- provide the incentive to answer the questions that are often asked by TAFE teachers;
- encourage the process of self-appraisal and to provide some direction on techniques to develop further skills;
- provide a reference document for discussion by TAFE teachers.

Overall the emphasis in this monograph is to provoke thought and discussion rather than to provide the 'answers' to the questions listed. The document therefore is not intended as the definitive text on TAFE teaching : individual TAFE teachers will need to analyse the issues relevant to them and undertake additional research in order to further upgrade their teaching skills.

There are five steps in the production of the monograph:

(a) full-time teachers at a major metropolitan TAFE college were asked to list the questions which they thought should be included in the book;

(b) a panel met to discuss ways in which the questions could be answered;

(c) appropriate suggestions were found to answer the questions;

(d) the draft monograph was commented upon;

(e) the final monograph was produced.

Particular thanks are due to Ms Vivian Carroll, Assistant Director (Educational Services), Box Hill College of TAFE, Victoria, for her help at the first stage in the monograph's development. Thanks are also due to the panel which included: Mr R. Hodge, Mr M. Sachsse and Dr T. Sandercock. Susan Dean helped with the final editing of the publication.

HOW TO USE THE BOOK

The monograph is divided into two main parts:

- the questions, each of which is discussed, together with possible strategies for answering them and useful reference texts;
- the appendix, which gives examples of 'tools' such as a questionnaire which could be used when attempting to answer questions.

Almost all of the questions were supplied by full-time college teachers, who were asked to identify the questions which, if answered successfully would indicate that they were effective teachers.

The questions have been grouped under the following headings:

- contextual
- teaching
- administration/management
- professional matters
- industry links.

To use the book, select your area of interest, the question(s) you would like to answer, and refer to the appendix when useful. For further reading on a particular topic, consult the references.

This book is a guide: it raises issues and offers suggestions. Other strategies useful for provoking professional self-development include:

- additional reading of books, journals, articles;
- discussions with colleagues;
- discussions with your line manager;
- seeking feedback from students;
- attendance at seminars and workshops;
- visits to other colleges;
- visits to industry.

TAFE teachers need regular self-evaluation. It is expected this book will assist in this process. The book should also encourage teachers to work together rather than as isolated individuals.

CONTEXTUAL QUESTIONS

Question:

How is my college changing?

Colleges have changed in major ways during the past five years or so. These changes include:

- increased college decision-making. This means additional managerial skills need to be learned by teachers;
- technological developments. Teachers need constantly to upgrade their skills and acquire new skills and also to consider how new technologies might change the traditional teaching role;
- open learning. Teachers need to develop new curricula and new assessment procedures to promote open learning;
- increasing emphasis on student-centred learning. This means changing teaching practices to promote student participation and co-operation in lesson planning and course evaluation;
- changing student population. There is an increasing need to consider the diversity of student educational, employment, cultural, and socio-economic contexts in order to achieve equity;
- award restructuring. This requires teachers to respond quickly and appropriately to changes in workforce needs for training;
- institutional amalgamations.

Strategies:

Obtain publications and circulars about your college's policies and priorities. It is likely that these will have been distributed during the past few years, possibly before you arrived at the college. Your line manager should be able to help you obtain the information.

Research your college profile:

- informally interview your colleagues and students;
- seek clarification from your line manager;
- find out about, and become involved in, college committees;
- read TAFE journals, publications, conference papers and other 'industry' publications;
- attend staff training seminars;
- research new curricula within TAFE and in universities;
- investigate new teaching practices being used throughout TAFE nationally.

References

"The Australian Journal of TAFE Research and Development".
"The Australian TAFE Teacher".
Vocational Education and Training Database (see Appendix H).

These three publications will help you to keep up-to-date in different areas.

Question:

How should I regard my role as a teacher?

As a teacher, you are involved in one of the most important of professions. Your profession includes:

- course information preparation;
- student selection;
- planning and organising your program;
- teaching, using a variety of approaches;
- facilitating learning;
- assessment of students;
- organising learning support for students;
- public relations/industry liaison;
- course evaluation.

Strategies:

The 1990 National Review of TAFE Teacher Preparation and Development will provide many helpful ideas. Those publications documenting this review will be available in your library.

It can be useful to develop or use a check-list (like the one below) as one component of the evaluation of your own role. You could rate yourself on the following scale.

Outstanding	(1)	-	Very exceptional performance
Good	(2)	-	Better than required
Satisfactory	(3)	-	The expected performance; consistently meets requirements
Poor	(4)	-	Performance generally is below that required in the position

This scale, and the checklist, have been adapted from the Tea Tree Gully College of TAFE (South Australia) Human Resource Development Program. (They form only part of the program, which is much more extensive and involves other people, as well.) Some additional questions have also been included.

1 PLANNING AND ORGANISING

- ☐ - Ability to interpret curriculum documents and relate these to the needs of individual students.
- ☐ - Ability to specify course aims and objectives.
- ☐ - Ability to profile and diagnose individual student needs.
- ☐ - Ability to choose appropriate course structures and/or delivery modes to meet the learning needs of individual students.
- ☐ - Ability to choose or develop appropriate learning resources to meet the needs of individual students or class group.
- ☐ - Ability to recognise the appropriateness of particular evaluation techniques in relation to course structure and client profile.
- ☐ - Ability to refer individual students to appropriate remedial support areas (i.e. individual learning difficulties i.e. ESL/Literacy/Numeracy/Course Pre-requisites).

2 TEACHING

- ☐ - Ability to employ a range of teaching methodologies amongst various learning groups.
- ☐ - Ability to create and maintain an effective learning environment.
- ☐ - Ability to communicate effectively in written and oral mode.
- Ability to be effective in presenting information via:
  - ☐ (1) lecture mode
  - ☐ (2) tutorial environment
  - ☐ (3) small discussion groups
- ☐ - Ability to generate student involvement within the learning environment.
- ☐ - Ability to set an appropriate learning climate.
- ☐ - Ability to maintain discipline within the learning environment.
- ☐ - Ability to use appropriate audio-visual and other technological equipment in the learning environment.
- ☐ - Ability to give and receive feedback in the classroom setting.
- ☐ - Ability to be effective using open learning strategies.

3 ASSESSMENT

- ☐ - Ability to negotiate appropriate assessment criteria with a learning group and individual students.
- ☐ - Ability to understand and support the need for course standards.
- ☐ - Ability to deal sympathetically with students who are failing to meet minimum course standards.
- ☐ - Ability to direct students to appropriate learning support.

4 PERSONAL ATTRIBUTES AND SKILLS

Working with Others

- ☐ - Team work skills, ability to co-ordinate tasks and people, effectiveness in furthering the achievement of group goals.

Judgement

- ☐ - Soundness of conclusions, decisions and actions.

Application and Drive

- ☐ - Commitment and perseverance necessary to get a job done.

Initiative

- ☐ - Ability to take action independently, to generate new ideas and actions.
- ☐ - Ability to consult with related parties in and outside TAFE.

Dependability

- ☐ - Degree of reliability in assuming and carrying out the functions of the position held.

Analytical Skills

- ☐ - The ability to identify the component parts of a problem or situation and to see the functional relationship between them.

Record Keeping

- ☐ - Ability to record conclusions, decisions and actions for future reference.

5 MANAGEMENT ISSUES

Organisational Climate

- ☐ - Ability to create and manage a work environment which encourages innovation, productivity and positive staff morale in a program team, section, faculty or the overall college.

Resource Management

☐ - Ability to effectively manage resources with and for the team so that optimum productivity is maintained and program continuity is assured.

Educational Thinking and Analysis

☐ - Ability to generate and stimulate ideas and discussion on educational/administrative issues which ensure continued growth and vitality within the organisation.

Leadership Skills

☐ - Ability to operate in a variety of leadership styles and to effectively judge their appropriateness to the needs of individuals in the team.

Communication

☐ - Ability to communicate effectively to ensure the enhancement of interpersonal skills, information sharing, direction and feedback.

Planning

☐ - Ability to forecast, to be forward-thinking and to be able to lead the team in setting appropriate aims and objectives for the organisation.

Delegation and Follow-up

☐ - Ability to delegate within a negotiated structure which ensures appropriate follow-up.

☐ - Ability to record expected outcomes, and to assign responsibility for action.

Motivational Skills

☐ - Ability to encourage and achieve high levels of performance by members of the team.

Developing People

☐ - Ability to manage a structured program of staff development whereby individuals are provided with new knowledge and opportunities to develop skills.

Judgement

☐ - Ability to arrive at sound decisions via an appropriate mix of research, advice, action, etc.

Departmental Knowledge

☐ - An appropriate knowledge of TAFE policy directions, trends and structures, which enables the team to operate appropriately within the context of the college, network and department.

General Knowledge

☐ - An appropriate knowledge of the social, economic, political and educational context of TAFE in the 1990s and beyond.

If you are dissatisfied with your rating in any of the preceding areas, any of the following strategies may be useful:

- answering more detailed questions in this book;
- reading relevant references;
- discussing any areas requiring strengthening with a colleague.

You might also find it helpful to summarise your self-evaluation. This summary can also form the basis of discussion with a colleague.

Strengths - things I do best:

Needs - areas in which I would like to improve:

References

Mageean, P. (1990). *Facilitated appraisal for college executives (FACE)*, Adelaide: TAFE National Centre for Research and Development.

Hall, W.C. et al (1990/91). *National review of TAFE teacher preparation and development*, Adelaide: TAFE National Centre for Research and Development.

Guthrie, H. (1988). *Making changes*, Adelaide: TAFE National Centre for Research and Development.

TEACHING

Question:

How can I broaden my teaching skills?

Previously teaching frequently entailed standing in front of a group and lecturing. The trend is now to 'student-centred learning' which requires a variety of approaches. In many cases lecturing will now not be the most appropriate way.

Strategies:

Teachers need to develop different approaches to suit the diverse range of individuals and learning situations. Students are now encouraged to become actively engaged in the learning process instead of passively listening to the teacher.

The teacher must adopt strategies that enable him/her to:

- identify different stages of skills development for each student to ensure effective programming of suitable learning activities, i.e., develop an initial assessment format to determine strengths and needs. This is undertaken most effectively in negotiation with students;
- identify different teaching approaches being used by colleagues and across programs. These may include:
  - lectures
  - demonstrations
  - role-plays
  - facilitation of student discovery
  - varied classroom organisation, for example, whole class interaction; small group interaction incorporating report back; nominated (prior to information input) student respondees, etc.

Variety is the spice of life - and learning.

- Ideas and information can come from the teacher, the students or a guest speaker.
- Ideas and information can be presented by - newspapers or magazine article, book, poem; film, videotape, audiotape, record, picture, model, chart; whiteboard, chalkboard, flipchart; television, video, cassette recorder, overhead projector; visit, speaker; individual presentation, small group, whole group, inter-group meetings, lecture, discussion, question-time.
- The best way to present an idea is that which gets the message across most effectively and most vividly. This depends on a number of factors - the nature of the idea itself, the group, the teacher, the facilities and the time available.
- In general terms, the more concrete and active the experience, the better - a first hand experience is one of the most powerful ways to stimulate interest

Work with small groups. Groups can:

- pool the experience of individuals
- encourage students to learn from one another
- develop oral communication skills
- encourage the exchange and examination of opinions and attitudes
- build students' confidence
- develop individual learning
- encourage students to take responsibility for their own learning
- foster cooperation and good relations.

Encourage discussion which:

- clarifies and encourages a critical approach
- arouses interest in the subject
- helps get ideas in sequence
- actively involves the student in the learning process.

- Identify the different assessment approaches being used and developed by colleagues and across programs.

- Identify the different approaches to learning being offered by colleagues.

Teaching staff who incorporate student-centred learning into their teaching practice may need to:

- review their understanding of the learning theories on which student-centred learning is based;

- develop techniques in instructional design as well as in electronic publishing in order to produce and modify student-centred learning materials.

References

Hall, W. (ed.) (1991). *Teaching in a TAFE college*, Adelaide: TAFE National Centre for Research and Development.

Hallinan, J. (1990). *How to get the most out of teaching - A guide for lawyers*, Sydney: The Law Foundation of New South Wales.

Kroehnhert, G. (1990). *Basic training for trainers*, Sydney: McGraw-Hill

Question:

How can I improve my teaching?

This must be the most frequent question asked by teachers. There have been numerous books written on the topic, and many thousands of 'teacher effectiveness' questionnaires produced. To answer the question you will first need to find out what improvements are necessary; what your strengths and weaknesses are.

In attempting to answer the question you may face some challenges, especially if another colleague or line manager is to assist you. However, you can answer the questions alone, as well as with a colleague, or by getting feedback from students. Various approaches are described below.

Strategies:

The most common approaches to answering this question are the use of a questionnaire or by recording a lesson. Other strategies such as observation and feedback from a colleague or line manager, and group discussion may also be used, as indicated in the following table.

		TECHNIQUE				
		Sound recording	Video recording	Questionnaire	Direct observ.	Group Disc.
WITH WHOM	Alone	/	/	/		
	Colleagues	/	/	/	/	/
	Line-Manager	/	/	/	/	
	Students	/	/	/	/	/

FIGURE 1: Techniques to evaluate teaching

Sound and video recordings

The simplest approach is to place a sound cassette recorder in an unobtrusive place and to record a teaching session. The recording can then be analysed with a critical friend, who may be a colleague, student, line manager or industry representative, looking out for:

- clarity of speech and expression;
- teaching style (did you ask any questions, or merely give information?);
- structure of presentation (was there an introduction and a conclusion?);
- speed (was sufficient time allocated to students to ask questions?);
- student participation (number of student questions may be one gauge of student involvement);

- variety of styles of presentation, for example, overhead projector use, demonstration, role play.

A similar approach can be used with a video-recorder, using a wide-angle lens. This will obviously also highlight non-verbal characteristics, such as:

- where you stand or sit;
- annoying movements;
- facial expression;
- group behaviour.

Video recordings can also be made of workshop activities. However, analysis of isolated activities should be conducted with great care.

It can be helpful to replay the video recording with a colleague you believe to be a good teacher so that he or she can comment on it and give advice.

Sophisticated techniques are available to analyse video recordings of teaching. Although they can be used as research tools, the techniques will have limited use to you. It would be more useful to answer the following questions when viewing the recording of a presentation:

- Do I speak clearly? At the right speed? And with a lively tone?
- Is the material logically presented?
- Is the material clearly presented?
- Do I use audio-visual aids correctly and can all students see them?
- Do I have any irritating mannerisms?

When analysing group discussions, you should check the roles played by different members of the group. (Is the group interacting well? Does anyone dominate - including you? Are the objectives being attained?)

Questionnaires

Appendix A gives information on designing and administering questionnaires. A sample questionnaire is also provided. The self-evaluation questionnaire is taken from the Centre's publication Teaching in a TAFE College where it was reproduced by kind permission of the Royal Australian Navy. Questionnaire design is a skilled task and you are advised not to try to produce your own questionnaire without reading relevant literature and without getting critical comments on the draft from someone experienced in preparing and using questionnaires.

The questionnaire you finally use can be administered and the results analysed by a colleague. Alternatively, you may administer it yourself, bearing in mind that students will usually not be willing to complete a questionnaire if they can be identified. Therefore, you should follow these procedures:

- inform students by printing on the questionnaire that their responses will be anonymous; therefore
- do not include a question asking for names;
- allow for the completed questionnaires to be collected anonymously.

Direct observation

The quickest and one of the simplest approaches to answering the question 'How can I improve my teaching?' is to ask a trusted colleague to sit at the back of the room while you are teaching, and to make notes about your teaching and the students' responses. It can be helpful for the observer to divide a sheet of paper into one minute blocks of time and, by using a suitable shorthand, indicate what is happening during the teaching session in some detail. The 'shorthand' might include:

T talks to class

O outlines aims of lesson time and tasks set

Q asks question(s) of class

D demonstrates

P uses overhead projector (or other visual aids)

L listens to student(s)

S student work groups

F follows up lesson planning time with students

R reviews lesson time, i.e. the main outcomes, were lesson objectives met?

Time (mins.)	Activity
1/2	O
1	T
1.1/2	T D
2	T P Q
2.1/2	L
3	T

FIGURE 2: Lecture analysis

It is then possible to produce a detailed breakdown of how time was spent, which activities went together, and so on. You and your colleague can then use the analysis as a basis for your discussions on how to improve your teaching.

Group discussion

In student group discussion, a minimum of three and a maximum of six students meet with you (sitting in a group) to discuss your teaching.

Effective group discussion is only possible if you know your students well and if they feel relaxed in your presence. Even when they trust you not to penalise them for making negative comments, some students may prefer to tell you what they think you want to hear. Therefore, this technique must be undertaken making use of open-ended questions with a specific purpose, e.g. What did you find useful? How could the presentation be improved? Appendix B shows different ways of seating groups.

Group discussion can occur with other teachers, e.g. quality circles. This also often clarifies staff development needs. One of the best strategies is to plan your presentations with another colleague. 'Teaming' is a way of pooling ideas and learning from each other. Find another member of staff who is teaching the same subject (or module): this could involve making links with another college.

References

Hall, W. (Ed) (1987). *Teaching in a TAFE college*, Adelaide: TAFE National Centre for Research and Development.

Ramsden, P. and Dodds, A. (1989). *Improving teaching and courses*, Melbourne: Centre for the Study of Higher Education, University of Melbourne.

Roe, E. and McDonald, R. (1983). *Informed professional judgement*, Brisbane: University of Queensland Press.

Guthrie, H. (1988). *Making changes*, Adelaide: TAFE National Centre for Research and Development.

Question:

How can I improve my presentation skills?

Presentations generally take place before a large group, with a small group or with a single student. The style of presentation should vary depending on the group size. To decide this, you need to determine what aim(s) you are trying to achieve.

Strategies:

If you are confident that the aims you are trying to achieve are appropriate for your presentation, this (adapted) evaluation memory aid produced by the Department of TAFE, Tasmania could be helpful.

PLANNING AND PREPARATION

SUBJECT MATTER

KNOW

1 Class requirements
2 Assignments for rating
3 Subject thoroughly
4 How many in class?

TIME

1 How much time available?
2 Essential to teach 'must know' points in time available

TRAINING AIDS

1 What aids must I have?
2 Easily available?
3 Are they simple, colourful, visible, flexible, relevant, timely?

LESSON PLAN

1 Introduction brief, relevant, interesting, aim clear?
2 Main points in logical sequence?
3 Explanations clear and simple?
4 Have I planned for maximum class activity?
5 Time for review
6 Assessment if relevant

LESSON TIME
PLAN TIME FOR

1 The presentation
2 Student clarification/ response time
3 Activities to promote discussion and clarification of the presentation
4 Planning time for next lesson format and content (in negotiation with students)
5 Review of lesson objectives

BEFORE STARTING LESSON
CHECK:

1 Personal readiness
2 Training aids. lesson plan, blackboard prepared, film projector etc. ready?
3 Class comfort: Seating suitable? Distractions removed?

QUESTIONING TECHNIQUE

STEPS IN QUESTIONING

1 Ask - Face the class
2 Ask - Open ended questions
3 Pause - Look all around
4 Name - by name, not 'You' Indicate who will be asked if using the naming method
5 Listen to answer
6 Evaluate - Ask for feedback from students or colleagues

CHARACTERISTICS OF GOOD QUESTIONS

1 Clear
2 Brief
3 Relevant
4 Thought Provoking
5 Timely
6 Open ended
7 Not a trick question

(All contributing to clarification of learning)

SELF ASSESSMENT AFTER LESSON

Were the objectives of the lesson met in the time allowed? If not, what went wrong?

1 Did I lack enthusiasm or self confidence?
2 Were explanations clear?
3 Did I stick to my lesson plan as outlined in my introduction?
4 Any lack of clarity in subject matter?
5 Adequate class control?
6 Enough class activity?
7 Aids sufficient and well used?
8 Sufficient well-framed thought-provoking questions?
9 Correct questioning technique employed?
10 Did I consolidate by stages?
11 Was I at all times fair and approachable?

FIGURE 3: Self-evaluation memory aid (Tasmania TAFE)

References

South Australian College of Advanced Education (1989). *Self-appraisal of improvement of teaching*, Adelaide: SACAE.

Ramsden, P., and Dodds, A. (1989). *Improving teaching and courses*, Melbourne: Centre for the Study of Higher Education, University of Melbourne.

Question:

How can I make better use of visual aids?

The most widely used visual aids are the chalkboard (or whiteboard) and the overhead projector. At times, both are very poorly or inefficiently used. The chalkboard is frequently employed as a giant scribble-pad; and overhead projector transparencies often consist of typescripts or pages from text books, both of which are usually inappropriate for projector purposes, because they may contain too much information (which is illegible or difficult to read when projected).

Video recordings, instead of being short and effective learning tools, are frequently of full program length and hence become entertainment rather than teaching techniques.

Strategies:

Reference books exist on the preparation and use of audio-visual aids (some texts are given at the end of this section). Read a selection of these and compare their advice with your current practice. For example, the references outline:

- how best to layout information on a chalkboard/whiteboard
- where best to position a screen in front of a group of students
- where to stand in front of a group
- how much information to print on an overhead projector transparency
- the most effective ways to use transparencies
- how to make the best use of handouts to complement your presentation
- how to ensure the wording is clear.

The drawing shows where to position an overhead projector.

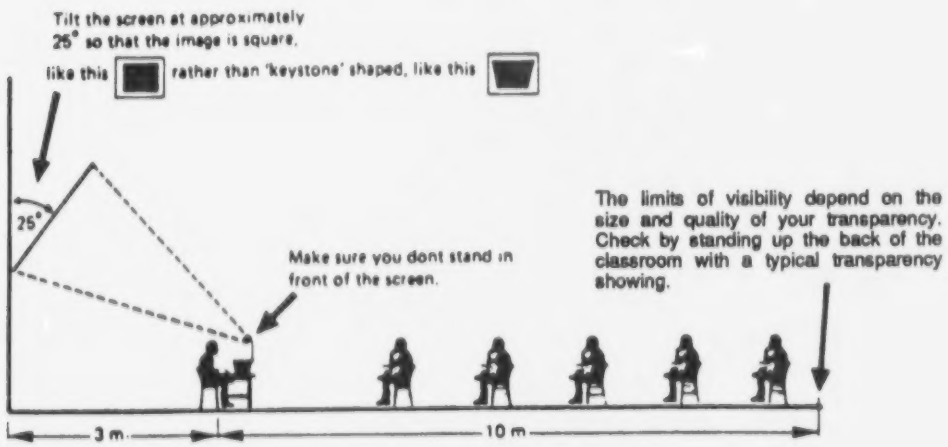

Tilt the screen at approximately 25° so that the image is square,
like this
rather than 'keystone' shaped, like this
25°
Make sure you dont stand in front of the screen.
The limits of visibility depend on the size and quality of your transparency. Check by standing up the back of the classroom with a typical transparency showing.
3 m
10 m

FIGURE 4: Using an overhead projector

To assist you to determine how successful your visual aids are, you could carry out the following tests before your class arrives.

1. Stand at the back of the room and see how easily both projected and written material can be read.

2. Walk around the room to determine whether a sound recording can be heard by everyone.

3. Work out how long it took you to prepare a transparency and make sure that at least that amount of time is given for students to assimilate the material and take notes from it.

4. Determine at what points to stop a video for short disucssion. Generally, discussion should occur every 3-6 minutes.

The best positions to sit or stand when using an overhead projector are shown in the diagrams. Compare these with the ones you usually adopt.

Finally, ask your students whether you are making the best use of visual aids. If the group is large, let them work in groups of two or three, writing down their questions and answers for you.

Whilst the overhead projector is widely used in TAFE other useful visual aids include:

- television
- video
- slides
- interactive video
- computer-assisted learning
- posters.

References

Hall, W. (Ed) (1987). *Teaching in a TAFE college*, Adelaide: TAFE National Centre for Research and Development.

Adelaide College of TAFE (1991). *Teaching technologies and how to use them.* Adelaide: TAFE National Centre for Research and Development.

Hallinan, J. (1990). *How to get the most out of teaching - A guide for lawyers*, Sydney: The Law Foundation of New South Wales.

Kroehunert, G. (1990). *Basic training for trainers*, Sydney: McGraw-Hill.

Question:

How can I keep abreast of new teaching approaches?

Keeping abreast of new teaching approaches (not just technology, like the overhead projector, but also developments in teaching and learning like 'open learning') is very important, but is an area which frequently gets neglected because of shortage of time. Here is a selection of new technologies:

- computer-assisted learning
- computer-managed learning
- teleconferencing
- interactive video
- video conferencing.

It is important that you keep up to date with educational innovations such as 'open learning', a concept currently gaining prominence. Open learning is an approach which may, or may not, use technology like the computer or video.

Strategies:

Educational technology publications will help you to keep abreast of new teaching technologies. They usually cover the whole range of teaching approaches (including learning models) as well as equipment. Consult your library and find the journal which best suits your needs.

Other strategies include:

- get on the mailing list for product brochures
- attend training seminars and formal courses
- read conference papers
- read reports produced in TAFE.

You should take advantage of staff development opportunities and also learn from other colleagues who are already using the equipment or teaching approach.

Learning is becoming more 'open'. Most courses are not entirely 'open' or entirely 'closed'; they sit on a continuum:

Closed <----------> Open

Consider 'attendance' as one of the criteria. This can vary as follows:

Closed <----------> *Open*

Fixed attendance pattern: fixed classes at pre-determined times	Attendance negotiable at students' own convenience	No attendance required: student working wherever it is confenient.

The *definition* of open learning used by the Manpower Services Commission in all of its literature is:

> A term used to describe education and training schemes which are designed to meet the varied requirements of individuals - for example as to what, where, when and how they learn. Organisations make these freedoms of time, place and method possible by providing a carefully planned, flexible learning package. This enables the learner to study, for much of the time if necessary, away from the direct supervision of the trainer.

The following table offers comparisons between open and closed learning: you can evaluate your teaching style using this table for your teaching style to be evaluated. It is taken from Freshwater, M. (1986). 'How open is open?' *Training and development*, April, 37-38.

Closed	Open
1. FINDING OUT AND GETTING ACCESS	
Annual prospectus and leaflets.	Schemes marketed, information constantly updated and available to learners.
Numbers limited (e.g. by class size, etc.) or open to select few.	Open to all who need the programme.
Set entry requirements (e.g. examination results).	Self-assessment and diagnostic arrangements to enable learning to be tailored to need.
Fixed enrolment (e.g. once or twice per year) and start times.	Entry to programme at any time, no administrative constraints.
2. WHAT	
Whole programme must be taken.	Learning tailored to need. Individual elements (parts) of the content can be selected.
No credit given for past experience. Learning objectives set in advance (e.g. by validating body or tutor).	Past experience recognised. Learner involved in formulating objectives or has free choice.
No guidance given to enable learner to decide what to learn.	Advice and help given to enable learner to decide what to learn.
Content of learning based on past skills and knowledge taught or what tutor decides is needed.	Content established by analysing learner job or speaking to practitioners to identify current and developing needs.
The tutor can only offer what he or she has produced.	The tutor can offer a variety of materials and uses those produced by others.
3. WHERE	
Learning only available by visiting training centre or college.	Learner chooses place (e.g. home, work etc. as well as centre or college, if required).
Regular fixed attendance required.	Attendance only when learner requires it (e.g. for guidance or counselling).
Practical and experimental work require fixed periods of attendance at centre, workshop or laboratory.	Practical and experimental skills can be offered through home kits, and open access to centre, workshop or laboratory.
4. HOW	
Learning relies on constant face-to-face contact with tutor.	Learning can take place individually or remote from the tutor.
Only one method of learning offered, e.g. classroom instruction.	Choice of learning methods and learner activities.
Only one medium used (e.g. notes).	Variety of media used (e.g. tape, slides, text, etc.).

Learners are required to pace their learning to fixed timetable.	Learners decide the pace at which they will work.
Courses last a fixed time.	Courses end when learners achieve their objectives.
5. SUPPORT	
No guidance available during programme.	Advice, counselling and guidance, as well as tuition available if required.
Only teachers or specialist trainers are allowed to deliver/support the learning.	Support available at work, home, college or centre, i.e. wherever it can be encouraged.
Support only available face-to-face.	Support can be by a variety of methods e.g. telephone, face-to-face, through discussions with colleagues or friends.
6. ASSESSMENT	
Annual formal examination only possible, external examinations extensively used.	Variety of assessment methods available, to reflect achievement during the learning programme for whole or part of course.
Assessment norm based.	Assessment criteria and competency-based.
Assessment methods set by tutor.	Assessment methods negotiated with student.
No feedback on performance is given.	On-going feedback on achievement given to student.
Assessment dates are fixed and non-negotiable.	Learner decides when to be assessed.
Overall assessment only available.	Assessment possible for each module of course taken.

Discussion of the results with other members of your department of your evaluation should be helpful.

References

Anderson, John Prof. (1990). *Evaluating effectiveness of using technology*. DEET report.

Question:

How can I keep abreast of new teaching methodologies?

The earlier questions 'How can I broaden my teaching skills?' also has a bearing on the question. Teaching methodologies include:

- small group discussion
- role play
- simulation
- workshops
- conferences
- debates
- case studies
- guest speakers
- telematics
- distance learning, e.g. teleconferencing, interactive television
- modularised/self-paced learning
- competency-based learning
- peer tutoring
- flexi-mode learning.

This is a brief summary that reflects present teaching practice. Chose the methodologies that best help you to achieve your course aims and are within your budget.

Strategies:

Your library will be able to provide you with publications which cover many of the methodologies listed above. The following will also be useful:

- reading higher education teaching journals
- working in teams with other teachers
- observation visits to other colleges
- training seminars
- holding discussions with audio/visual staff
- organising technology demonstrations at your college
- visiting other classes.

Competence-based learning and assessment are becoming increasingly important in TAFE. John Foyster has summarised the components of competence.

A useful statement about the nature of 'competence' must provide evidence about three elements:

(i) details of the range of skills performed within the competence. This needs to be stated precisely and concisely and will refer to two kinds of skills:

- routine skills, which usually have a definite outcome (for example, a typist typing correspondence);
- non-routine skills, which require the ability to deal with irregularities and changes in the work environment, such as managing time and stress;

(ii) the standards of that performance in terms of such things as -

- a production rate
- an error rate
- a level of quality

(iii) the conditions under which performance is required, such as the work environment(s), time constraints, equipment constraints.

An analysis of the courses you are teaching using the above criteria could present challenges to you and lead to new ways of teaching.

References

HERDSA News (Newsletter of the Higher Education Research and Development Society of Australia).

Foyster, J. (1989). *Getting to grips with competency-based training and assessment*, Adelaide: TAFE National Centre for Research and Development.

Training development in Australia (Journal of the Australian Institute of Training Development).

Question:

How can I work more effectively with small groups?

The teacher who is a powerful presenter of information in a lecture may not be so effective with small groups. However, in order to fully integrate information, students need an opportunity to interpret and apply the lecture content. This is done most effectively when students have an opportunity within a small group to discuss, summarise, clarify, and explain their understanding of the content. Small groups, which may (or may not) include the teacher.

Strategies:

Some objectives are best achieved by small group work while others are best achieved by employing different teaching approaches. Knowledge aims covering the learning of factual information can often be more appropriately (and economically) achieved by lecturing, using computer-assisted learning, or by reading and discussion. Problem-solving aims, learning how to work and interrelate with others, and some attitudinal aims are best achieved in groups. Therefore, your first task must be to decide what aims you are trying to achieve and whether group work is the most appropriate approach in achieving these aims.

If group work is the most appropriate approach, then you should answer the following questions:

- Is the group sitting in the most suitable way? (See Appendix B.)
- Does anyone dominate the group? If so, what can I do about this?
- Does anyone not participate? If so, what can I do about this?
- Are the 'rules' of small group work understood by all participants?
- Does each member of the group know what they are supposed to be achieving?

In other words, the activities of the small group need to be planned.

You can find out what students think about the effectiveness of the group in the following way:

(a) give all students two pieces of paper. On one they write 'Good things about the group' and on the other 'Recommendations to improve the group';

(b) students form pairs to discuss their answers and to clarify statements;

(c) groups of four discuss possible solutions to the problems and ways of strengthening the group's strong points;

(d) the whole group discusses the problems and possible solutions.

It is important to give group process guidelines:

- one person in each group to take a leadership role in negotiating the order of undertaking tasks, the process and the timing with other group members;
- one person to be note-taker;
- one person to be time-keeper;

- one person to ensure each person contributes to a task before undertaking the next task;
- one person to report back to the large group;
- one person to undertake a group support function, i.e. if anyone is frowning, sighing or listening to other groups to determine why.

More roles may be added depending on the nature of the group tasks set.

The group is most effective when each member has a clearly designated role which ensures maximum involvement and participation in the group task. The teacher must ensure the group task is presented clearly, i.e.

- the aims • the outcome sought • the feedback required • the time limit
- the evaluation criteria • the ideal group size is between six and eight.

A comparison between effective and ineffective groups was made by Don Thew in *Teaching in a TAFE College* (see references). The comparison is reproduced below. You may find it helpful to evaluate your groups using this chart.

EFFECTIVE GROUPS	INEFFECTIVE GROUPS
Goals are clarified and changed so that the best possible match between individual goals and the group's goals may be achieved; goals are co-operatively structured.	Members accept imposed goals; goals are competitively structured.
Communication is two-way, and the open and accurate expression of both ideas and feelings is emphasized.	Communication is one-way and only ideas are expressed; feelings are suppressed or ignored.
Participation and leadership are distributed among all group members; goal accomplishment, internal maintenance, and developmental change are underscored.	Leadership is delegated and based upon authority; membership participation is unequal, with high-authority members dominating; only goal accomplishment is emphasized.
Ability and information determine influence and power; contracts are built to make sure individual goals and needs are fulfilled; power is equalized and shared.	Position determines influence and power; power is concentrated in the authority positions; obedience to authority is the rule.
Decision-making procedures are matched with the situation; different methods are used at different times; consensus is sought for important decisions; involvement and group discussions are encouraged.	Decisions are always made by the highest authority; there is little group discussion; members' involvement is minimal.
Controversy and conflict are seen as a positive key to members' involvement, the quality and originality of decisions, and the continuance of the group in good working condition.	Controversy and conflict are ignored, denied, avoided, or suppressed.
Interpersonal, group, and intergroup behaviour are stressed; cohesion is advanced through high levels of inclusion, affection, acceptance, support, and trust. Individuality is endorsed.	The functions performed by members are emphasized; cohesion is ignored and members are controlled by force. Rigid conformity is promoted.
Problem-solving adequacy is high.	Problem-solving adequacy is low.
Members evaluate the effectiveness of the group and decide how to improve its functioning; goal accomplishment, internal maintenance, and development are all considered important.	The highest authority evaluates the group's effectiveness and decides how goal accomplishment may be improved; internal maintenance and development are ignored as much as possible; stability is affirmed.
Interpersonal effectiveness, self-actualization, and innovation are encouraged.	'Organisational persons' who desire order, stability, and structure are encouraged.

References

Dalton, Joan. (1985). *Adventures in thinking: creative thinking and co-operative talk in small groups*, Melbourne: Nelson.

Developing the Classroom Group. A Teacher's Guide Report 3. The Social Development Group, Research Branch, Education Branch of South Australia.

Dunn, Lindsay and Van Raay, Tina (Eds.) (1984). *Classroom management of small groups: a handbook by teachers for teachers*, Canberra: ACT Schools Authority.

Johnson, David W. and Johnson, Frank P. *Joining together group theory and group skills.*

Thew, D. (1987). 'Teaching small groups' Hall, W.C. (Ed.). *Teaching in a TAFE college*, Adelaide: TAFE National Centre for Research and Development.

Question:

How can I improve student learning?

This question is linked to the earlier question 'How can I improve my teaching?' There are many learning techniques on the market, but the first stage is to find out whether 'student learning' is the real problem and, if so, whether it applies to the whole course or just to parts of it.

Strategies:

You may find it useful to collect some, or all, of the following information:

- information from students
- information from colleagues
- information from employers.

Information from students

Assessment results (covered in another question) give some indication of how well students are learning. However, the type of assessment used is significant in determining how effectively student progress is being measured. Assessment needs to measure the course aims and which may include:

- information
- practical application
- problem-solving
- skills acquisition
- transferability of skills
- ways of keeping skills up-to-date.

Feedback from students (using questionnaires, group discussion or interviews) may also be useful. These are covered in a separate question. Getting students to think about how they best learn can be a useful first-step.

Information from colleagues

Colleagues who are knowledgeable about the course you are teaching can assist by analysing the syllabus, handouts, assessments and teaching method. They can check that the course aims are clear and linked to the assessment, that content does not contain errors and is up-to-date, whether the course is pitched at the correct level, and whether the whole topic has been covered. They may outline ways that have proven effective in helping student learning.

Information from employers

Where students are doing a course directly related to their employment, most employers will have an opinion on students' achievements. This stresses the need to maintain good communications with employers. Professional association reports can be helpful. National Industry Training Committees will sometimes have useful information (see Appendix F).

Students learn better if the examples chosen are relevant and directly related to their work. Therefore, you may need to visit employers to collect ideas for such examples and to promote employer involvement. Trade journals will also provide up-to-date examples.

Confucius in 450 BC summarised an important principle of learning:

I hear and I forget
I see and I remember
I do and I understand.

How can this be applied to your teaching?

References

Ramsden, P. and Dodds, A. (1989). *Improving teaching and courses*, Melbourne: Centre for the Study of Higher Education, University of Melbourne.

Trade journals (available in your library).

Rogers, J. (1979). *Adult learning* (2nd ed.), England: Open University Press.

Question:

How can the teaching environment be improved?

Most of us quickly become accustomed to our immediate environment, regardless of how good or how poor it is. Only when we visit other places (colleges for example) does it occur to us how well (or how badly!) we are treated. However, the 'atmosphere' of a place is important, not only because of first impressions made to a visitor, but also because quality of work can be affected by the environment.

There are two aspects to the question: the college as a whole and your (immediate) teaching environment. Both will be discussed.

Strategies:

There are general questions which can be posed about the college; and specific techniques to apply to a teaching space (such as a lecture theatre or workshop). Both are described.

General questions about the college

- What does the college look like from the outside?
- Can the general public easily find their way around the college?
- Is general information readily available?
- What is the immediate impact on entering the college?
- Is there a comfortable, friendly reception area?
- How quickly and how well does the switchboard deal with telephone callers?
- What student facilities are available? Are they adequate?
- How are the buildings treated by students?
- What staff facilities are available? Are they adequate?
- Do the premises meet health and safety requirements?
- Are support services (e.g. word processing, administration) adequate?
- Are buildings accessible to people with disabilities?

Answers to questions such as these can then be discussed at departmental meetings, together with suggested ways of making improvements.

General questions about your teaching environment

The most important question to ask is:

- Do I like to come here?

If your answer is 'No', then you need to find out why. For example:

- Is the 'climate': of the college helpful?
- Is the course I am teaching stimulating?

- Does the accommodation enable privacy as well as interaction with others?
- Is there a 'lively' atmosphere?

Answers to these, and similar questions, should be discussed with others. A more formal approach is to produce a matrix and to discuss the results with others, deciding how to strengthen the good and helpful, and how to reduce the poor and unrewarding.

	POSITIVE	NEGATIVE
About the college		
About the area I teach in		
About my room/work area		

References

Byrne, M., Houston, D. and Thomson, P., 1984, *Evaluation of TAFE institutions: handbook*, Adelaide: TAFE National Centre for Research and Development and South Australian Department of TAFE.

Question:

How do I know if my assessments really test students' knowledge and skills?

TAFE courses have clear aims and therefore the important question is: Does the assessment actually test the achievement of those aims?

In order to evaluate the effectiveness of assessments you need to be clear about the purposes of the assessments; for example, are they designed to give:

- feedback about student progress for the teacher
- feedback about student progress for the student
- feedback about student progress for the employer.

The outcome of the assessments needs to include:

- revision of course content as appropriate
- review of course delivery where appropriate
- organisation of learning support where relevant
- redesigning assessment procedures where appropriate
- celebrating/acknowledging student successes.

You need to ensure that all students understand the assessment process at the beginning of your course.

Strategies:

To help you answer the question, you will need to produce a specification matrix for your student assessment. This is an important stage in planning your assessment. Here are the steps:

- list the aims of your course;
- list the assessment techniques which are used to contribute to a student's total score;
- produce the matrix (an example is shown below);
- show the percentages actually allocated to each course aim by each of the assessment techniques;
- compare the matrix percentages with the percentage weightings you believe should be allocated.

The following matrix is a simple example; in reality you will have more aims and different techniques.

AIM	TECHNIQUE				TOTAL
	Multiple-choice test	Practical assignment	Interview	Written assignment	
A	10	10	-	-	20
B	-	10	10	-	20
C	15	-	-	10	25
D	15	-	-	-	15
E	-	10	-	10	20
TOTAL	40	30	10	20	100%

FIGURE 4: Assessment matrix

The disciplined process of producing such a matrix will often reveal:

- not all aims are, in fact, being assessed;
- too much (or too little) weighting is being given to some aims;
- some 'unwritten' aims are being assessed; these should therefore be made explicit.

The critical aspects of effective assessment will include:

- clarity of expectations to students, i.e. 'model' formats where appropriate;
- varied assessment formats, i.e. multiple choice, essays, practical demonstrations, oral presentations, group project reports, portfolio, products, etc.

It is important to select an appropriate assessment format for the knowledge and skills you wish to assess. Consultation needs to occur with:

- colleagues
- your line manager
- students
- industry
- staff who have assessment expertise.

Competency-based training and assessment are becoming increasingly important areas in vocational education. You can use the following extract from John Foyster's book as a check-list for your courses, including assessment.

In a competency-based training program teachers will be involved in:

- adapting to changes in emphasis in learning:
  - less emphasis on time-serving and more emphasis on skills acquisition,
  - less emphasis on the learner's needs of industry and appropriate locating of the learner in the industry;
- taking an increased role in researching the skills to be developed and in planning ways to enhance the acquisition of those skills;
- adopting a different role towards learners:

- supporting their active learning rather than 'setting the pace',
- *advising* on progress, and
- playing a significant role in judging progress against specific criteria;

• participating in the preparation of learning materials on a much larger scale than in 'school-type' environments.

References

Thomson, P. and Pearce, P. (1990). *Testing times: a study of assessment on and off the job*, Adelaide: TAFE National Centre for Research and Development.

Thomson, P., (1986). *Student assessment*, Melbourne: Nelson Wadsworth.

Hall, W. (Ed.), (1987). *Teaching in a TAFE college*, Adelaide: TAFE National Centre for Research and Development.

Foyster, J., (1990). *Getting to grips with competency-based training and assessment*, Adelaide: TAFE National Centre for Research and Development.

Thomson, P., (1987). *Tales about the sorry state of student assessment*, Australian Journal of TAFE Research and Development, 3(1).

Thomson, P., (1988). *Inappropriate uses of tests in vocational education*, Australian Journal of TAFE Research and Development, 3(2).

Question:

How can my courses be kept up-to-date?

All TAFE courses are regularly reviewed. However, the rate of change in industry is sometimes so great that changes must be made to content, to practical examples, and to equipment before the next formal review occurs. Changes in teaching methodology also need to be incorporated into curriculum, e.g. modules for self-paced learning, competency-based learning and assessment.

Strategies:

As a TAFE teacher you will want to be a part of the network of people associated with your particular teaching field. This network includes industry groups, State and National Industry Training Committees, trade and professional associations, tripartite groups (involving unions, employers and government), employer organisations and other educational institutions offering similar courses. Many network members will produce newsletters, reports, journals and hold meetings. You should find out about these networks and join those which will be useful to you.

Local employers will usually be keen to invite you to visit them, to discuss the latest developments. Students in employment who are attending your courses can often provide information. Frequently, students are a much neglected source of important and up-to-date information.

Curriculum documents from other States/Territories, and national common core curricula documents (available through your State/Territory clearinghouse) can be helpful sources of information.

The State/Territory branch of your trade's National Industry Training Committee may be able to provide you with advice (see Appendix F).

References

Australian Journal of TAFE Research and Development.

Vocational Education and Training Database (see Appendix H).

Question:

How can I increase my awareness of current educational trends?

Educational trends can take two main forms: innovations in teaching (for example, computer-assisted instruction) and new equipment (for example, computer software). Keeping up with your professional area is covered in another question.

Strategies:

There are five main sources of information

- books, journals and videos
- professional associations
- departmental workshops/seminars/interviews
- other people with a professional interest
- conferences.

Your college or departmental library should be able to tell you what books, journals or videos are available either from them or through inter-library loan. Professional associations publish helpful journals and newsletters. Two such associations are the Higher Education Research and Development Society of Australasia (HERDSA) and the Australian Institute of Training and Development (AITD). The TAFE National Centre for Research and Development also produces a journal, and publishes research reports. You may keep up-to-date with current research through your library's membership of the Vocational Education and Training Database (see Appendix H).

The Australian TAFE Teachers' Association produces a regular journal which deals with a wide range of teaching issues.

Your authority/department will sometimes conduct workshops and your college director should receive notification of these.

There are always people who are keen to share their expert knowledge of skills with you. You can find out about them by reading the HERDSA, AITD and TAFE National Centre publications. There is probably someone in your own college who is eager to share experiences: why not circulate a memo requesting advice?

Most importantly, you need to discuss your own staff development proposals with your line manager.

References

The Australian TAFE Teacher.

The Australian Journal of TAFE Research and Development.

Training and development in Australia. (Journal of the Australian Institute of Training and Development.)

The Vocational and Training Database (see Appendix H).

Question:

How can I improve my relationship with students?

Students look for competent management, clear course objectives, good teaching and a consistent, clear, dedicated professional approach, from their teachers. Informal contact (such as social events) may be helpful to promote a good relationship - but professionalism is what counts.

Strategies:

Self-Evaluation

The instructor's self-evaluation questionnaire produced by the Royal Australian Navy (reproduced in Appendix A) will help you to evaluate many of the characteristics which are important. Alternatively, the South Australian College of Advanced Education's 'Self Appraisal of Teaching' can be used and is available through inter-library loan (a sample sheet is in Appendix H).

Student Evaluation

Seek student recommendations to promote their participation in classes:

- through discussions
- through questionnaires
- by interviewing students on an individual basis.

Colleague Evaluation

Seek out successful strategies used by colleagues:

- attend training workshops
- talk to individuals who have a good repertoire
- organise staff meetings to discuss strategies.

References

Rogers, J. (1971). *Adults learning*, England: Open University Press.

Weaver, R.L. (1987). *Understanding interpersonal communications*, (4th ed.), London: Scott, Foresman and Company.

Question:

How much of my time should I devote to students' personal problems?

Laurie Field in his chapter 'Background resources' in Teaching in a TAFE College points out that there are three possible ways to react to students' personal problems:

- you can do nothing
- you can try, at least as a first step, to talk with the student individually
- you can involve the college counsellor, either by referring the student or by seeing the counsellor yourself and getting advice about how to handle the situation.

Let's look at each of these options in a little more detail. (They are reproduced from Laurie Field's chapter.) However, remember that early detection of students' personal problems is sometimes possible by setting up an appropriate structure to deal with problems as they arise. For example, within the open learning context, a group advisor could be designated for the pastoral care of a group of students.

Strategies:

Do nothing

Some teachers would argue that it's best to do nothing because the types of behaviours described in each scenario are not of concern to teachers. They may well feel that students are best left to sort out such matters on their own.

To some extent, of course, this is true. Personal matters are the responsibility of students. However, when personal situations or feelings exist which directly affect student behaviour and learning in the classroom, then it's not so easy for the teacher to dismiss them.

Talk to the student individually

If you talk to the student individually, you are really employing counselling skills, whether you are aware of it or not. If this is what you decide to do in a particular situation, then you will need to give some thought to how to handle it. A small book by John Gurr, *Student counselling skills for TAFE teachers* (available from your teacher training institution) offers some excellent advice, which is summarised here.

- Always listen carefully to what the student is saying.
- Be slow to offer your advice. If you find yourself saying, 'If I were you I would ...' you are not counselling, you are telling.
- Explore alternatives with the student, but avoid saying what you think. Leave it to the student to decide which, if any, alternative is acceptable.
- Give the student truthful, up-to-date reliable information on which to base decisions.

There are several ways in which you can react to each situation, namely:

- If the student cannot sort out the issues or personal difficulties, or if the student needs to be formally tested, then refer him or her to the student counsellor. In some States of Australia there are laws which limit the role of the teacher in administering intelligence and personality tests to students.

- Do not promise confidentiality to students; by law you cannot keep such a promise. The most you can offer is to use discretion in relation to those things the students disclose to you. A court of law can order you, under oath, to disclose information, but do not give information regarding a student to the police or anyone else without consulting a senior person within the college.

- Try to avoid recording on file any information which could damage a student's future chances, or could work against him or her. Many people have access to student files, and they may not treat the information with the same discretion that you would exercise.

- Don't be discriminatory to students in relation to sex, age, ethnic background or any other factor. The TAFE sector promotes equal opportunities for learning for everyone.

- Remember, students may not be entirely truthful in the counselling situation. At times students may supply the answers they think you expect rather than tell the truth. When students come to trust you they are likely to disclose more openly.

- Finally, always follow up the contact with the student, as a means of offering encouragement or further counselling support. Make contact with the student again informally. It is an opportunity for the student to seek further help if it is required.

Know your own limitations. Professional help may be more appropriate than 'home-spun' philosophy!

Involve the student counsellor

A counselling service is available at many TAFE colleges, and you would be wise to enquire about what is available. Students may be unaware of this useful service, and so you can help by informing students about the service when appropriate.

References

Let's Talk, 3rd Edition, Illinois: Scott, Foresman and Company.

Field, L. (1987). "Background resources" in *Teaching in a TAFE college*, Adelaide: TAFE National Centre for Research and Development.

Question:

How can I best provide learning support for students?

In a recent study, one hundred and thirteen TAFE colleges reported on student services provision. (This research was conducted for the Centre by Judith Haigh and Susan Brunner of the S.A. Department of Employment and TAFE.) The percentage of those colleges providing various services is shown below.

Student Service	Percentage
Personal counselling	99.1
Career counselling	96.5
Course information and advice	98.2
Study skills	99.1
Lists of available housing/ gen. information	74.3
Short-term loans	54.9
Health information	85.0
Job placement	91.2
Prof.health service	31.0
Support for persons with a disability	95.6
Sexual harassment/eo	93.0
Chaplaincy	27.4
Org.sport & rec. prog.	58.4
Child care on-campus	35.4
off-campus	47.8

The report went on to state . . .'that the majority of senior college managers, student services officers, lecturing and administrative staff, as well as students believed that students had a right to expect services which gave them:

- academic support;
- study skills;
- personal development;
- information on health and welfare matters.'

Strategies:

The research results indicate that colleges have a strong commitment to providing learning support to students. Therefore, your first step should be to find out what is already available and encourage students to use existing services.

If existing services do not meet a particular need, you should discuss the problem with those in your college who have expert skills.

If learning support is needed to provide help to a student to understand a piece of work, this can often best be given by other students working co-operatively with the person having difficulties.

ADMINISTRATION/MANAGEMENT

Question:

How can I better manage my time?

Most of us have experienced the frustration of having completed a day's work without noting what we have achieved and being very aware of what remains to be completed. We note that our expectations for an efficient day were not realised. The problem we face is how to use our time more effectively.

Strategies:

The first task is to find out how you are spending your time. You should keep a record of what you do every 15 minutes throughout (at least) one week or (preferably) two weeks. Just photocopy the chart shown in Appendix C and fill it in, using abbreviations for your activities such as

T teaching

P preparation for teaching

M meetings

C travel

A administration

When completed, the chart may be used to analyse how you have used your time. This should be compared with how you believe your time should be spent. You will probably find that changes are necessary!

The first change should be to plan ahead. Crisis management of time is not sensible and is one way to become ill.

The next change should be to list your priorities and to ensure that you are not distracted from maintaining these priorities. Some people find it helpful to keep a check-list of tasks to be completed and check off completed tasks.

The third change may be to make it clear to colleagues that your office is not a social club - a place where people call for a coffee and a chat. Let your colleagues know when you are available for informal meetings.

You may find it helpful to work with someone when reviewing how you allocate your time. Remember! Teaching evaluation should be a shared activity. Others will be able to give tips; and they will also be able to learn from you.

References

Black, R. (1987). *Getting things done: a radical new approach to managing time and achieving more at work*, London: Joseph.

Garrat, S. (1985). *Manage your time*, London: Fontana/Collins.

Richardson, N. (1984). *The effective use of time*, London: Education for Industrial Society.

Question:

How can I improve my administrative ability?

'Administration' for most TAFE lecturers will involve some, or all, of the following:

student records

correspondence

telephone calls

meetings

submissions/reports

college/departmental forms

budgets.

Many lecturers regard such activities as causing a conflict of interest because they believe that they are diverted from the important job of teaching. However, promotion is frequently linked to increased administrative duties and so an improvement in administrative ability will be of significance to most lecturers. Also, many of the activities are important components of 'teaching', not separate from it, and are part of quality assurance.

Remember - the first, vital, step is to properly organise yourself.

Strategies:

It is important to plan your time, not to be overwhelmed by events or to leave administrative tasks until their deadlines (which frequently means that they do not get done on time). A diary is an invaluable tool, not just to record meetings but also to plan work. Discuss with colleagues approaches adopted to use time effectively.

One approach described in Natasha Josebowitz's book (page 100) is to list all your administrative activities and schedule ahead time to do them at the regular intervals they are required to be completed. Many other texts have been written about this topic and many seminars held to develop skills.

	DAY:	DATE:
TIME	TODAY'S TASKS 1. 3. 5. 2. 4. 6. 7. MEETINGS	OTHER ACTIVITIES
8.00		
9.00		
10.00		
11.00		
12.00		
1.00		
2.00		

FIGURE 5: Using a diary for planning

Do not put off completing forms and records since this just wastes time because you have to read instructions again on each occasion you pick up the papers.

You should develop a records system. This will enable information to be retrieved quickly.

Prepare for meetings by answering the following questions:

- What is the purpose of the meeting?
- Do I need to attend the whole meeting?
- Do I possess the necessary briefing papers for the different agenda items?
- Do I need to prepare to speak?
- Can this information be gained in other ways? For example, reading minutes, reading reports.

A draft meeting agenda is given in Appendix E.

References

Carter, R. (1986). *Business administration: a fresh approach*, London: Pan.

Josebowitz, N. (1985). *People management*, London: Colombus books.

Question:

How can I survive in middle level management?

Middle level management can be a difficult position to be in. You are responsible to those above you; and you must manage those below you. You must possess management and administrative skills and you will (usually) be expected to teach.

Skills for management are developed through:

- experience
- appropriate training
- line manager supervision.

You can also undertake a lot of private study, since books and videos on the subject are plentiful.

Strategies:

The Video Arts publication cited below gives the following golden rules (page 34).

> If you cannot manage yourself, you cannot manage anyone.
>
> You cannot know *how* to plan if you don't know *what* to plan.
>
> The manager who doesn't know *his* job ensures that nobody else knows theirs.
>
> Those who have time for everyone end up having time for no one.
>
> It is easier to be busy than to get things done.
>
> What is urgent is not necessarily the same as what is important.
>
> Doing your tasks is not the same as doing your job.
>
> Delegation is not to be confused with abdication.
>
> Delegation is not about giving tasks to perform; it is about giving a result to achieve.
>
> Time is a budget item, and an expensive one at that.

Here are some points to consider:

Management Structures:

- What structures exist?
- How effective is the present structure?
- Why is your role critical?
- When can I delegate along the line?

Management Issues:

- Styles of management to select, and appropriateness to your setting.
- Expectations held by others and yourself of your role.

Management Strategies:

- Effective negotiation.
- Conflict resolution.
- Time management.
- Staff support.
- Effective meeting management. (See Appendix E for an agenda.)

Evaluation:

- From colleagues.
- From line manager.
- From other staff.

References

Josebowitz, N. (1985). *People management*, London: Colombus books.

Nixon, B. (ed.) (1981). *New approaches to management development*, England: Association for the Teachers of Management.

Video Arts (1984). *So you think you can manage?* London: Methuen. (Video cassettes are also available.)

Question:

How can I evaluate staff abilities without encroaching on professionalism?

Heads of department, heads of school and college directors are all expected to evaluate others. Evaluation is a highly 'political' activity and both the process and the outcome must be handled with very great care. Regardless of how good the relationship is between the people, the evaluator is almost always regarded as a threat by the person being evaluated. This is partly because teaching is regarded as a highly personal activity. However, the threat can be greatly reduced if the evaluation is carried out in partnership.

The reason for the evaluation needs to be clarified. It can be for promotional purposes, to provide help to improve your teaching, administrative or management skills, or to provide counselling. How the evaluation is carried out, and by whom, will be determined by the reason. Also, the techniques used will be determined by all three.

Drucker (see reference below) says the following about appraisals (page 70):

> 'However, while almost every large organisation has an appraisal procedure, few of them actually use it. Again and again the same executives who say that of course they appraise every one of their subordinates at least once a year, report that, to the best of their knowledge, they themselves have never been appraised by their own superiors. Again and again the appraisal forms remain in the files, and nobody looks at them when a personnel decision has to be made. Everybody dismisses them as so much useless paper. Above all, almost without exception, the 'appraisal interview' in which the superior is to sit down with the subordinate and discuss the findings never takes place. Yet the appraisal interview is the crux of the whole system. One clue to what is wrong was contained in an advertisement of a new book on management which talked of the appraisal interview as 'the most distasteful job' of the superior.'

Of course, you may not agree with this!

Strategies:

Drucker points out that most appraisals emphasise the negative, whereas they should concentrate on a person's strength. He suggests that four questions need to be asked:

'A. 'What has he (or she) done well?'
B. 'What, therefore, is he likely to be able to do well?'
C. 'What does he have to learn or to acquire to be able to get the full benefit from his strength?'
D. If I had a son or daughter, would I be willing to have him or her work under this person?'
(a) 'If yes, why?'
(b) 'If no, why?"

When evaluating staff abilities you will need to adopt the following strategies:

- negotiation to undertake the evaluation;
- collaboration with staff to prepare the evaluation format. Appendix D shows the NSW Department of Technical and Further Education's approach to teacher evaluation. This approach depends upon one member of staff helping another, with no administrative records being kept of the results of the evaluation;
- joint evaluation of effectiveness of the format selected;

- joint report production.

Self-appraisal should also be encouraged, followed by joint discussion and review.

Remember, any evaluation needs to include the qualitative as well as the quantitative data.

References

Drucker, P.F. (1967). *The effective executive*, London: Heinemann.

Ramsden, P. and Dodds, A. (1989). *Improving teaching and courses*, Melbourne: Centre for the Study of Higher Education, University of Melbourne.

Mageean, P. (1990). *Facilitated appraisal for college executives (FACE)*, Adelaide: TAFE National Centre for Research and Development.

South Australian CAE (1989). *Self appraisal of improvement of teaching*. Adelaide: SACAE.

Question:

How can I improve the college's attitude towards my department?

Marketing TAFE (Cutter et al, 1988) includes the following comments about internal public relations:

> Each staff member is an advocate, and represents the institution. Good internal public relations are essential to help these advocates learn about and project a positive public image.
>
> The best internal public relations is good communications. No-one likes to hear information which directly concerns them or their organisation second-hand. Most providers publish a regular staff bulletin, listing forthcoming events, new administrative procedures, staff elections, vacancies and the like, which serves to keep staff informed.
>
> Less formal, newsier material such as details of award-winning staff and students, new facilities or equipment, departments which have enjoyed a significant success, or details of organisation objectives, should be disseminated - perhaps in the bulletin or in a separate staff magazine.
>
> Internal public relations is critical in establishing an entrepreneurial environment within an institution. Public recognition of staff achievements through newsletters, reports to council and media releases will encourage others to develop new ideas and to approach senior management for support.

Strategies:

You should consider any, or all, of the following:

- publications, including reports, newsletters, bulletins and memos
- notice boards
- meetings
- local newspapers
- public addresses
- conferences
- videos/tapes.

(However, take care not to overdo it, thereby antagonising colleagues.) Make sure that members of your team take part in college committees so that your viewpoint is acknowledged.

References

Cutter, P., MacRae, D., Oliphant, M. and Scott, T. (1988). *Marketing TAFE*, Adelaide: TAFE National Centre for Research and Development.

Question:

How can I chair meetings?

Heads of department and heads of school frequently have to chair meetings. Many lecturers also have to organise and chair meetings, and often they wonder how successful they have been.

Before arranging a meeting, you should answer the following questions:

1. Should the meeting be held?

2. Must people meet, or is electronic communication (e.g. teleconference) a viable alternative?

3. Who should be invited?

4. Which is the appropriate room for the kind of meeting I want to hold?

Quite often, it is better not to hold a meeting, especially if material can be circulated for comment. Therefore the purpose of the meeting must be clarified to answer the first question.

If you decide to hold a meeting, ensure that the agenda is circulated well in advance and ask yourself the question: 'What briefing/background documents should be circulated with the agenda?' Appendix E gives a sample agenda.

You should invite those who are interested in the topic. Try to keep the number of people within the range of twelve (maximum) or five (minimum). Finally, make sure that the room is the right size, has the right kind of furniture arranged in the way most conducive to achieving the meeting's aims, and that the equipment you need is available.

At the outset of the meeting clearly outline

- meeting aims/agenda
- timelines (for each item if possible)
- expectation of participants
- how and to whom meeting product will be distributed
- follow up intended.

Also ensure

- time keeping is assigned
- note taking/recording will occur
- time is allocated for questions of clarification
- participants have an opportunity to outline their aims.

After the meeting, you should ask yourself the question: 'How will the agreed actions be followed up?'

Strategies:

Estimate your performance using the chart shown below. Place a tick in the box closest to your estimate.

	Personal estimate of performance					
	Strongly negative					Strongly positive
1. I prepared for the meeting.						
2. The meeting achieved its aims.						
3. The agenda was clear.						
4. I encouraged participation.						
5. I kept the meeting moving along.						
6. I summarized the main points throughout.						
7. The tasks arising from the meeting were clearly identified and allocated.						
8. The whole agenda was covered without undue haste.						

An example of a clear agenda is shown in Appendix E. Compare it with agendas produced for your meetings.

INDUSTRY LINKS

Question:

How can I make contact with local industry/commerce?

The National Review of TAFE Teacher Preparation and Development Research strongly suggested that TAFE is on the brink of major and escalating changes, and that there would (among other things) be an emphasis on workplace-related knowledge. TAFE, then, is actively involved in award restructuring. Clearly, making and maintaining contact with local industry/commerce will be vital to this.

It is likely that your college has already established networks with local industry/commerce. It is important to clarify the college's existing involvement with industry. Your line manager will assist you to identify who in your college or department is the appropriate person to discuss your industry initiatives.

Strategies:

You can make contact

- through trade and professional bodies
- through curriculum committees (most of which include industry representatives)
- through State/Territory offices of National Industry Training Committees (see Appendix F)
- through college contacts.

Local industry will be shown in the Yellow Pages. Training officers (for larger organisations) and general managers (for smaller organisations) will usually be pleased to make contact.

You can pay for detailed information about local industry from Dun and Bradstreet (Australia) Pty Ltd. They will sell (at very competitive rates) the information you need. For example, you may request the names and addresses (and telephone numbers) of the Chief Executives of all electrical contractors employing a certain number of people within a particular postal code. Or you may need the addresses of all businesses employing over 50 people within a capital city. Dun and Bradstreet can provide you with brochures about the services they offer.

Question:

How can I find out what industry/commerce want?

It is important to enquire through the formal TAFE/Industry committees and advisory groups what information currently exists about industry needs. Models of approach and negotiation with industry need to be investigated to ensure the most appropriate approach is made. It is advisable that management and unions and other stakeholders be involved in the negotiation process.

In South Australia for example, the Workplace Education Service is the first point of approach for determining literacy and language needs analysis in industry. Various college departments and committees have established links with industry: Course Standards Groups in, for example, hospitality, tourism and hairdressing have established curriculum links with industry.

It is important to clarify the networks that currently exist, by consulting as widely as possible within your college and department.

It is not difficult to discover, in a very general sense, what industry/commerce want of a college. Questionnaires, membership of course development/evaluation/accreditation committees, membership of government training committees, and input from professional associations can all be helpful ways of obtaining general information. However, a little more sophistication is needed in order to acquire more detailed information on the skill requirements which can be used to develop courses.

Strategies:

A TAFE National Centre publication Training Needs Analysis (Hayton, et al 1988) provides one approach to finding out what industry/commerce want. The monograph explains the context of training needs analysis, distinguishing between occupational analysis and training needs analysis, and provides a flow chart of occupational analysis. The two diagrams which follow are taken from the monograph. Reading and using the monograph would be a good start to answering the question. An introduction to skills analysis is given in Terry Clark's book (see references). If the technique is new to you, you should start by reading this publication.

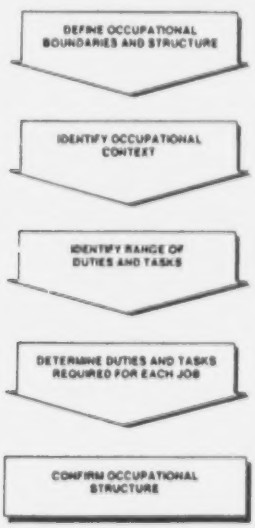
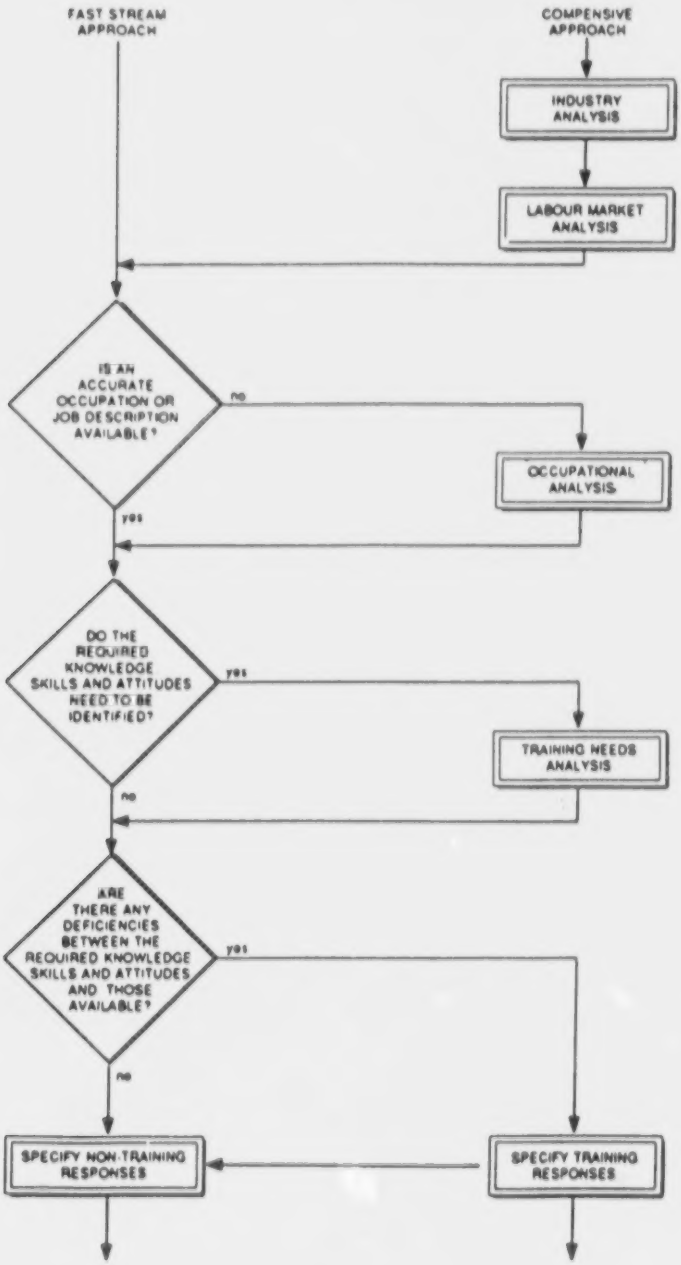

DEFINE OCCUPATIONAL BOUNDARIES AND STRUCTURE
IDENTIFY OCCUPATIONAL CONTEXT
IDENTIFY RANGE OF DUTIES AND TASKS
DETERMINE DUTIES AND TASKS REQUIRED FOR EACH JOB
CONFIRM OCCUPATIONAL STRUCTURE

FIGURE 6: Flow Chart of Occupational Analysis

BEST COPY AVAILABLE

FIGURE 7: **Flow Chart of 'Entry and Exits' into Occupational Analysis and Training Needs Analysis**



References

Clark, T. (1989). *Getting to grips with skills audits*. Adelaide: TAFE National Centre for Research and Development.

Hayton, G., Clark, T., Hayes, M. and Guthrie, H. (1988). *Training needs analysis*. Canberra: Australian Government Printing Service.

Fuller, D., Oxley, S. and Hayton, G. (1988). *Training for Australian industry*. Canberra: Australian Government Publishing Service.

Question:

How can courses be better tailored to meet the needs of industry/commerce?

Already your college, or department, is likely to have consultative committees, and whose tasks include the monitoring of courses and which include representatives from industry.

Pauline Mageean in her report on enterprise activities in TAFE (see references below) made the following comments:

> 'Being enterprising means researching and anticipating clients', and potential clients', requirements, responding to these and ensuring clients are aware of how TAFE can meet their needs. For colleges to do this they need to identify accurately what is wanted from them (the demand for their 'products') and to find out whether existing 'products' meet the needs of their potential and existing clients. This challenges the all-too-prevalent assumption that TAFE staff already know their clients' needs and how best to meet them.'

It is important to involve all stakeholders when developing courses.

Strategies:

A major education/industry co-operation project at Ohio State University claimed that there are at least eleven guidelines for successful co-operation:

- good, clear communication between key people in industry and education;
- excellence in teaching;
- institutional flexibility to meet industry's needs;
- high quality of programmes;
- good, active advisory committees;
- quick response time by education to industry's needs;
- recognition of mutual need;
- administrator and teacher support;
- careful and thorough planning;
- clearly written agreement or contract;
- continuous evaluation.

Although originally developed higher education, the list of pre-requisites for education/industry liaison produced by the OECD can be adapted to TAFE. The pre-requisites for success are claimed to be:

- the college must be known for its excellence and interest in the area(s) of interest to industry;
- industry must be clear in its requirements;
- college staff must be receptive to industrial needs;

- a willingness to be flexible by both the college and industry is required;
- college staff retraining should be considered a possibility;
- there must be dynamic individuals involved in planning and development and they must be encouraged;
- industry must welcome outside advice.

The above points could be used in a check-list.

Peter Sheldrake in his report (see below) listed ways in which TAFE and industry could co-operate in the use of 'facilities'.

a) industry owned equipment leased out-of-hours

b) industry owned equipment made available free out-of-hours

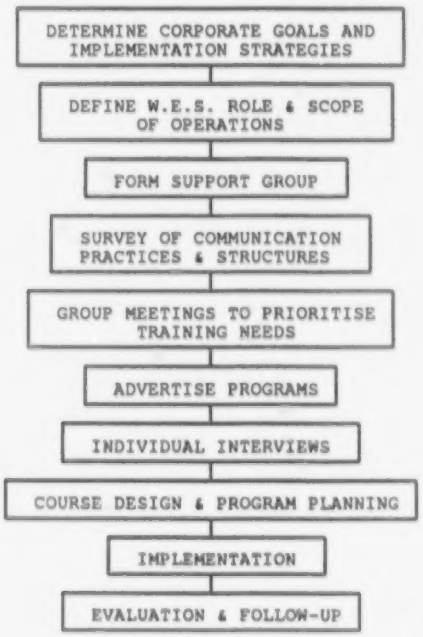
c) industry owned equipment lent on a short-term basis for 'real' work to be carried out

d) industry facilities used for teaching purposes with company staff as trainers

e) joint facilities, especially skills training centres and facilitator agencies

f) industry staff working in TAFE colleges on a paid or 'loan' basis.

One approach to designing workplace education programs is summarised below. It has been developed by R. Bean of the Workplace Education Service, Adelaide College of TAFE.


DETERMINE CORPORATE GOALS AND IMPLEMENTATION STRATEGIES
DEFINE W.E.S. ROLE & SCOPE OF OPERATIONS
FORM SUPPORT GROUP
SURVEY OF COMMUNICATION PRACTICES & STRUCTURES
GROUP MEETINGS TO PRIORITISE TRAINING NEEDS
ADVERTISE PROGRAMS
INDIVIDUAL INTERVIEWS
COURSE DESIGN & PROGRAM PLANNING
IMPLEMENTATION
EVALUATION & FOLLOW-UP

References

Hall, W.C. (1988). *TAFE/Industry partnership*, Adelaide: TAFE National Centre for Research and Development.

Mageean, P. (1990). *Education and economics: enterprise activities in TAFE*, Adelaide: TAFE National Centre for Research and Development.

Sheldrake, P. (1988). *The technical and higher education system and industry: joint use of facilities*, Adelaide: TAFE National Centre for Research and Development.

Question:

How can I keep up-to-date with industrial developments?

A TAFE National Centre publication (Hayton and Harun, 1988) stated:

> 'Integrated manufacturing is important in Australia's manufacturing industries simply because over the next five years it must be implemented by medium to large volume manufacturers to attain international competitiveness - those that don't may not survive. It is also important in vocational education and TAFE in particular because training and retraining for integrated manufacturing requires significant changes to a wide range of existing courses and the introduction of new courses. The success of integrated manufacturing is largely based on the skills within our workforce.' (Page 1.)

Another TAFE National Centre publication (Hall and Hayton, 1988) stated:

> 'Industry restructuring will have a major effect on TAFE course content and course structure. Courses preparing individuals for the new industry structure (of high skill, new technology and integrated work organisations) will need to develop the individual's abilities to:
>
> - adapt to changes in technology;
> - more readily transfer skills to new areas of specialisation;
> - combine skills in two or more disciplines;
> - readily accept and seek retraining at appropriate points throughout working life.
>
> The new industry structure requires course content that provides for higher skill levels. There will need to be:
>
> - greater emphasis on conceptual learning;
> - greater emphasis on 'technological literacy', the social implications of technological change and quality concepts in primary, secondary and tertiary education;
> - the development of 'learning to learn' skills;
> - the development of a broader awareness of the industry and industry restructuring in vocational courses.' (Page 8.)

These two extracts indicate how important it is to keep up-to-date with industrial developments. In addition, there are frequent technological developments in most trade areas.

Strategies:

Educational research and development can be followed by using the National TAFE Clearinghouse. Information about the Clearinghouse may be found in Appendix H.

Technical and scientific research and development appropriate to your teaching may be monitored by joining the appropriate professional organisation and reading its journals. You should also discuss the matter with your college librarian.

Peter Sheldrake in his research on TAFE/industry partnership produced a 'typology of interaction" between TAFE and industry. This can form a useful check-List and is reproduced below.

A typology of interaction

a) In relation to people

i. staff may be employed by TAFE, and made available to industry by being:

- hired as consultants;
- employed by industry for 'update' purposes;
- employed by industry on a secondment; or
- leave-without-pay basis.

ii. Company staff may be made available to TAFE by being:

- brought in to consult on the development of courses;
- hired as trainers; or
- brought in to work in TAFE on an exchange or transfer basis.

b) In relation to physical facilities (including equipment)

i. the facilities are wholly owned by industry and made available to TAFE by negotiation to clarify the issues of:

- cost recovery;
- contribution to programs;
- revenue raising for future programs.

ii. the facilities are wholly owned by TAFE and made available to industry by negotiation to address the issues:

- cost recovery;
- contribution to programs;
- revenue raising for future programs.

iii. the facilities are jointly owned by TAFE and industry, particularly through such mechanisms as the establishment of:

- skills training centres; or
- consultancy agencies.

where a variety of staffing methods again are possible.

Check staff development activities available, including industry exchange/secondment.

References

Hall, W. and Hayton, G. (1988). *Industry restructuring and TAFE*, Adelaide: TAFE National Centre for Research and Development.

Hayton, G. and Harun, M. (1988). *Training for integrated manufacturing: a review of recent literature*, Adelaide: TAFE National Centre for Research and Development.

Sheldrake, P. (1988). *The technical and further education system and industry: joint use of facilities*, Adelaide: TAFE National Centre for Research and Development.

Question:

How can I find out about industry restructuring?

Industry restructuring involves the substantial changing of work structures across an industry by means of altered industrial awards and agreements which allow new approaches to work organisation to be implemented.

These changes allow for greater worker flexibility, reduction in demarcations between jobs, and the establishment of clearer career paths within industries. They require more broadly-based training programs with study paths linked to career paths, resulting in multi-skilled workers and the possibility of industrial training being connected, instead of being in separate boxes.

TAFE is already being affected by industry restructuring in major ways and so this question is important.

The following extract from the *'Australian TAFE Teacher'* insert provides basic information on the reason for restructuring.

Fashionable dinner parties in the USA are now serving Australian gourmet cheese. It makes a good topic for after dinner conversation (as well as for good eating).

Conversation will, no doubt, include comments on the excellent quality of the cheese. Which is one reason why it is in such great demand.

To achieve quality products and services, everyone must be committed to making improvements. The main aim of the manufacturer or service organisation must be to service customer needs, which is what the gourmet cheese industry has recently been doing.

The demand for quality products and services is causing Australian industry to restructure: another reason for restructuring is the need to sell at a competitive price. And to do this, traditional ways of doing work must change.

Traditionally, work has been rigidly structured into a narrow band of skills, with little overlap between jobs. This has often produced strict demarcation and a large number of trade classifications. Also, workers were remote from the customers of the company. All of that is now changing, and so is management.

Management has, in the past been hierarchial with a heavy 'policing' role, believing that quality can only be achieved by final product inspection.

No wonder that most production and office workers have often shown little interest in their dead-end jobs, and little commitment to quality.

Flatter management structures, increased worker skills, and teamwork are now promoting more positive attitudes. Everyone must be committed and be responsible for quality and productivity.

The introduction of new technology is also causing changes to how work is being done. In manufacturing, the bringing together of new technology and increased worker skills is producing what is termed 'integrated manufacturing'.

Increased worker skills are only possible if an organisation is committed to training. Restructuring is placing an emphasis on training.

Restructuring is taking place so that the customer gets the right (quality) product or service at the right time and at the right price.

It would be pointless to produce inferior cooking cheese for the USA market: it wouldn't sell. And it would be pointless occasionally to try to export quality cheese which is merely left over after satisfying domestic sales. This has been the traditional approach to exporting many other products. Unreliability and quality do not sit easily together.

With such an innovative product as gourmet cheese there must be a quick response to market demand, with short lead times, from order to delivery. In other words, there must be flexibility.

Competitive prices, high quality, and greater flexibility are now all important if the customer is to be satisfied. This is shown in the chart.

CHANGING COMPONENTS OF COMPETITIVENESS

Strategies:

Information about restructuring is being published at regular intervals. Therefore your library should be consulted. Basic references are given below.

Use the National Database (see appendix H) to keep up-to-date.

References

'Getting a hold on restructuring' was an insert in the September, 1990, issue of the 'Australian TAFE Teacher'. Copies may be obtained from the Australian Committee for Training Curriculum (ACTC).

Hayton, G. (1990). *Getting to grips with industry restructuring*, Adelaide: TAFE National Centre for Research and Development.

PROFESSIONAL MATTERS

Question:

How can I develop my technical skills?

A Centre report (Hall, W.C. (1987) *The continuing education needs of full-time TAFE teachers*) investigated the continuing education needs of full-time TAFE lecturers. One of the main findings was that 'there is an urgent need for continuing education programs which enable lecturers to update their technical/vocational knowledge and skills in their teaching areas, and there is an urgent need to provide ways in which lecturers can keep abreast with technological change. Over 90% of all colleges recognised these as severe or important problems'. It can be seen, therefore, that the question is an important one for most lecturers.

Strategies:

Here are some ways in which technical skills may be developed.

1. **Membership of the (relevant) professional/trade association**

If you are not already a member of a (relevant) professional or trade association, then you should seriously consider joining one. Through regular meetings, the association's journal, and by making contacts you can develop technical skills.

2. **Contact with the (relevant) industry training committee (ITC)**

Appendix F gives the names and addresses of the national offices of the ITCs. Most have State offices which you may contact. ITCs produce publications and run short training seminars, some of which could be of use to you.

3. **Enrolling in a TAFE or higher education course**

Check from handbooks whether any TAFE or higher education courses might be of use. Remember, many are now offered externally (off-campus).

4. **Working for a period within industry/commerce**

Some TAFE organisations now have arrangements whereby lecturers may be seconded for periods to industry/commerce.

5. **Acting as a consultant**

Through your college's consultancy section, or as a private consultant (if permitted by your terms of employment) it may be possible to take on consultancies, either alone or with others.

Question:

How can I market my courses?

Because TAFE courses are so much in demand, because most people who enter tertiary education will do this through TAFE, and because TAFE has such a large network, TAFE must of necessity have an important marketing role. This probably seems strange, but the larger the exposure, the more important it is to get across the right message. Therefore the question 'How can I market my courses?' is important.

The table below is taken from the book 'Marketing TAFE' which suggests that a market audit will help to establish the corporate identity and identify a position in the marketplace.

Strategies:

The check-list gives external and internal factors which should be considered as part of an audit.

MARKET AUDIT CHECKLIST

External Market Environment
Some factors to consider:

- Demographic - population trends
- Economic - inflation, wages, the dollar
- Ecologic/Technologic - e.g. any major breakthrough
- Political - change of government, new policy
- Cultural/Life Styles - e.g. more leisure time

Each factor many impact in a variety of ways, so in the market research phase consider the following:

- Target Markets
  - individual students
  - industry and commerce
  - government agencies and departments
- Competitors
  - other institutions
  - private training organisation
- Funding Source
  - government
    - recurrent allocation
    - special purpose grant
  - private
    - individual fees
    - business/corporate
    - trusts and foundations

Internal Market Environment
Evaluate existing organisational objective(s) in terms of both the external environment and internal resources, including:

- Effectiveness of organisational structure
- Expertise of management and staff
- Buildings and facilities
- Financial resources and funding
- Range of courses available
- Accessibility: level of fees, pre-requisites, support systems.

Market Opportunities
Establish the corporate identity, organisational objectives and products which can take advantage of the opportunities offered by a dynamic external environment and maximise the potential of the provider's resources.

FIGURE 8: Market audit checklist

The publication below provides detailed advice on advertising, media releases, product development, special events, etc. and should be perused for that kind of help.

References

Cutter, P., MacRae, D., Oliphant, M. and Scott, T. (1988). *Marketing TAFE*, Adelaide: TAFE National Centre for Research and Development.

Question:

How can I improve my career prospects?

Increasingly TAFE authorities are moving towards internal appraisal of staff and open advertising of senior positions (many of which are now only available on contract). Clearly, you should check to determine whether your college has clearly defined procedures for assessing people for career development. For example, the NSW Department of TAFE has a 'TAFE Teaching Service Advisory/Assessment Scheme' which enables lecturers to obtain advice on professional and career development. Appendix D reproduces some of the material developed for that.

Strategies:

You should discuss the question with your line manager. Sometimes the answer will be that there are no prospects, unless you retrain and learn new skills: sometimes only minor changes are needed, or different ways of doing things. There are questions you can ask yourself.

The Video Arts publication referenced below lists such questions, adapted and reproduced below (from pages 122-123). Clearly, not all are directly applicable, but they are easily modified.

- What was the most interesting task you had to do this year?
- What was the most successful area in the past year?
- How do you feel you handled the reorganization in retrospect?
- What areas of your work would you say require more attention?
- What extra help do you need to improve those areas?
- What do you think you need to learn now to develop the job further?
- How have you found dealings with administration and other departments have worked out?
- What have been the most difficult problems that you have faced?
- Where do you see your future in the college?
- How do you see this job developing?
- What would you say are the priorities for the next twelve months?

Staff development, by attendance at courses, workshops and training seminars (or by open learning) should help to clarify and improve your career prospects.

References

Video Arts (1984). *So you think you can manage*, London: Methuen.

Question:

How can I best use my skills?

Self-evaluation can be used to help identify your skills. However, frequently we are the worst people to identify our own strengths and weaknesses! You may need the help of others to do this and earlier questions give some guidance.

Strategies:

One way of proceeding is as follows:

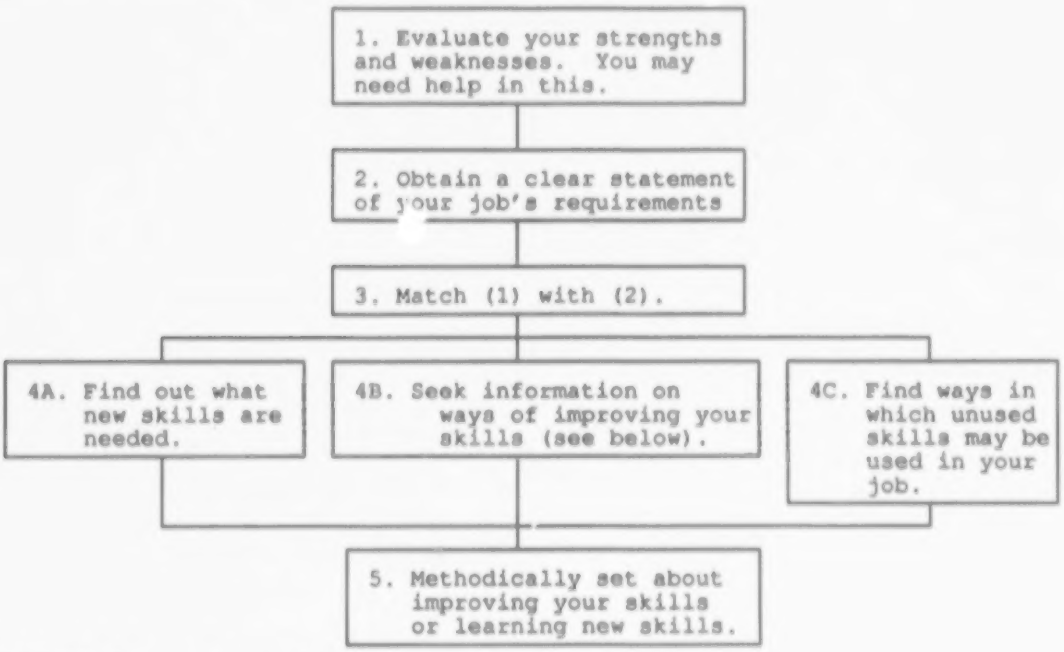

1. Evaluate your strengths and weaknesses. You may need help in this.
2. Obtain a clear statement of your job's requirements
3. Match (1) with (2).
4A. Find out what new skills are needed.
4B. Seek information on ways of improving your skills (see below).
4C. Find ways in which unused skills may be used in your job.
5. Methodically set about improving your skills or learning new skills.

FIGURE 9: Improving skills

You may find it useful at stages 4 and 5 to answer any, or all, of the following questions:

- What relevant formal courses are available (in TAFE, higher education, or adult education)?
- What help is available from professional bodies?
- What skill development activities are on offer?
- Do any immediate colleagues possess any of the skills I need; and can I learn from them?

Question:

How can I find out what's happening in local secondary schools?

TAFE interfaces with higher education, with industry/commerce, and with schools. Committees established in your college or TAFE system will be a good point of first reference. Identify program developments in secondary schools that are relevant to TAFE programs. Student service officers in TAFE colleges also work closely with secondary schools and may have relevant information. The figure summarises the movement of students.

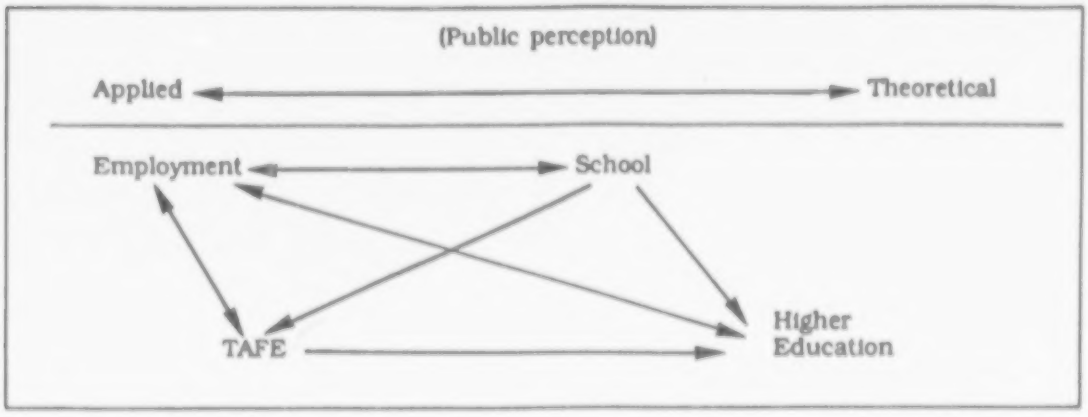


FIGURE 10: Student movement

Many school leavers who pursue tertiary studies will do these in TAFE colleges. Therefore, what goes on in local secondary schools should be of importance to TAFE. At the very least you need to know what prior learning has occurred (and this information should help to set the context of your courses); but marketing your courses in local schools should also be an important role for you and your college.

Strategies:

- Read secondary school curriculum documents
- Peruse Years 10 and 12 examination papers
- Speak to TAFE/school interface committee members
- Attend joint conferences and meetings
- Visit your local secondary school and discuss curricula with your 'subject' contacts at the school
- Invite local secondary school teachers to visit your college. (Frequently, this will be the first time they will have visited a TAFE institute.)

Parts of TAFE courses are now being taught in some secondary schools. Clearly, there is a need to liaise closely so that students move smoothly from school to college.

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APPENDICES

A. Designing and administering questionnaires
Sample self-evaluation questionnaire (courtesy of the Royal Australian Navy).

B. Different ways of seating groups.

C. Time analysis chart.

D. NSW Department of TAFE teacher evaluation forms.

E. Example of an agenda.

F. National Industry Training Committees.

G. South Australian CAE 'Self appraisal of teaching' sample sheet.

H. About the TAFE National Clearinghouse Vocational Education & Training Database.

APPENDIX A

DESIGNING AND ADMINISTERING QUESTIONNAIRES

Questionnaires range from the completely open-ended to the wholly objective, which, however, are objective only in the manner in which the answers are elicited, (i.e. wholly subjective decisions had to be taken about the questions to be asked.)

Questionnaire design is as much an art as a technology. There are pitfalls to avoid, and the texts by Moser and Kalton (1971) and Oppenheim (1966) will help you to avoid making mistakes. Hall (1977) lists the decisions that have to be taken at an early stage and the major errors to avoid.

Decisions which have to be taken at an early stage of a survey include:

a) How the data will be collected.
b) How the population will be approached.
c) The main areas to be tackled in the survey and the order of presenting these areas.
d) The sequencing of questions within each main area.
e) The form of the questionnaire (i.e. free responses or coded; and if coded, the type(s) of coding).

The major errors to avoid when writing the questionnaire are listed below. They are taken from Hall (1977).

i) ensure that the population will, in fact, be able to answer the questions. For example, questions dealing with courses attended six months previously are unlikely to be answered with high accuracy;

ii) ensure that questions can be answered honestly. For example, an honest answer will not always be given if a student who is asked to express an opinion about a lecturer is also expected to write his/her name on the questionnaire;

iii) make the questions as specific as possible;

iv) make the questions as simple as possible. It is not the task of the questionnaire designer to try to impress people by his/her use of long words; it is his/her job to ensure that the population can understand every question;

v) ask a number of shorter questions rather than one complex question. Complex questions are often attempting to ask for more than one piece of information;

vi) do not use words or questions which are open to a variety of interpretations;

vii) do not ask hypothetical questions;

viii) do not phrase the question so that the person answering it is forced to think in one particular direction only. This is often done when the questioner gives an example after the question; the person answering then has difficulty in thinking beyond that one example;

ix) do not embarrass the person answering the questionnaire;

x) only ask questions for which the answers are needed. Do not waste everybody's time by asking a question 'because it might be useful'.

When you have written the draft questionnaire, always ask a colleague to comment on it. If possible, you should also try out the questionnaire on a small sample.

(This questionnaire is reproduced with the permission of the Royal Australian Navy. Please note that some items may not be appropriate. Nevertheless, the format may provide a useful starting point.)

INSTRUCTOR'S SELF EVALUATION SHEET

(The purpose of the Self Evaluation Sheet is to let you know how well you are performing as an Instructor. No one else will necessarily see your score. Be truthful to yourself. Do not overmark. Identify those areas where you need to improve. Use this card about every three months to check on your performance.)

Read each question carefully. Then consider all the good practices required by an Instructor if he/she is to achieve the maximum score. After this, estimate as well as you can how closely you are following practices and score yourself accordingly. If you always follow the practice score 2, mostly follow the practice score 1, rarely or never 0. Add up your score. How did you do?

90 or above outstanding. 70-70 average.
80-89 above average. 69 or less, below average.

If your score is below 70, you will know that there is a definite need for you to improve. You should change many of your teaching habits. Consult staff for advice.

COMPLETE IN PENCIL

		Your Mark
1.	a. Do I arrange the classroom seating so all trainees can see all aspects of instruction?	
	b. Do I control the classroom temperature as much as I can?	
	c. Do I ensure trainees have adequate lighting?	
	d. Do I have all equipment required on hand?	
2.	Do I introduce myself at the first lesson?	
3.	Can I address each trainee by name?	
4.	a. Do I obtain essential information on each trainee from record cards?	
	b. Do I consult DOs and Divisional Senior Sailors as necessary?	
5.	Do I start my class on time?	

6. a. Is my uniform always clean and ironed? ☐

b. Do I display good bearing? ☐

7. a. Do I talk to everyone, including trainees in the back row? ☐

b. Do I avoid personal mannerisms, particularly distracting ones? ☐

c. Do I judge my effectiveness, by observing trainee reactions? ☐

d. Do I avoid talking to the chalkboard, or OHP screen and have good eye contact with trainees? ☐

8. a. Do I make my points clear by using easily understood words? ☐

b. Do I explain unfamiliar terms and write them on the chalkboard? ☐

c. Do I refrain from the profane or use of abuse? ☐

d. Does it keep me to the allowed time for instruction? ☐

e. Does it prompt me to ask key questions? ☐

10. On practical equipment and in the workshops do I limit my talking to the minimum, so that the trainees can get to work? ☐

11. a. Do I avoid aimless repetition? ☐

b. Do I avoid distractions? ☐

12. Do I keep trainees at work until the end of the period? ☐

13. a. Do I 'Get on' with my class? ☐

b. Do I encourage trainee questions? ☐

c. Do trainees respect my authority? ☐

14. a. Do I use training aids at appropriate times? ☐

b. Do I improvise training aids when necessary? ☐

c. Do I make a careful study of the aid before use? ☐

15. a. Do I gain my trainees' full attention? ☐

b. Do I motivate trainees by describing the relevance of the instruction? ☐

c. Do I tell trainees the objective? ☐

d. Do I revise skills and/or knowledge required for the lesson? ☐

e. Do I present information in the best sequence? ☐

f. Do I present simple examples before more complex examples? ☐

g. Do I make learning easier by given cues or memory aids? ☐

h. Do I ask questions of trainees during instruction? ☐

i. Do I ensure trainees achieve the performance described in the objective? ☐

j. Do I allow time for trainees to practise skills? ☐

k. Is feedback given to each trainee after a question or a performance? ☐

l. Do I test performance on each objective? ☐

m. Do I have follow-up practice of important skills to reduce forgetting? ☐

16. a. Do I adjust my instruction to allow for differences in ability and experience? ☐

b. Do I give extra attention to the trainee who is struggling? ☐

APPENDIX B

DIFFERENT WAYS OF SEATING GROUPS - SOME EXAMPLES

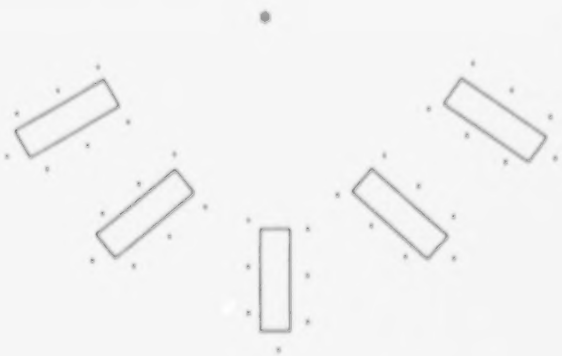
The way a group sits can influence the group's behaviour. A group sitting in rows expects to do nothing except listen to a person talking at the front. A group sitting in a circle expects to discuss issues. The following are some of the ways to seat groups.

(a) For formal (lecture) sessions

(b) For discussion

(c) For leader-led discussion

(d) For small group discussion within a formal session



Remember - the lecturer need not be the chairperson or group leader. This will depend on the planned outcomes of group discussion.

APPENDIX C

TIME ANALYSIS CHART

DATE		
TIME	ACTIVITY	DECISION/OUTCOME
8.00 ..... 8.30	.....	.....
9.00 ..... 9.30	.....	.....
10.00 ..... 10.30	.....	.....
11.00 ..... 11.30	.....	.....
12.00 ..... 12.30	.....	.....
1.00 ..... 1.30	.....	.....
2.00 ..... 2.30	.....	.....
3.00 ..... 3.30	.....	.....
4.00 ..... 4.30	.....	.....
5.00 ..... 5.30	.....	.....
6.00 ..... 6.30	.....	.....
7.00 ..... 7.30	.....	.....
8.00 ..... 8.30	.....	.....

APPENDIX D

TAA3
(a)

NEW SOUTH WALES DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION

TAFE TEACHING SERVICE ADVISORY/ASSESSMENT SCHEME

ALL MEMBERS OF TAFE TEACHING SERVICE

APPLICATION FORM FOR ADVICE ON PROFESSIONAL AND CAREER DEVELOPMENT.

FAMILY NAME: _____ GIVEN NAMES: _____

SERIAL NO.: _____ LOCATION: _____

DESIGNATION: _____ SUBJECT AREA (if applicable) _____

SCHOOL/DIVISION: _____

DATE OF APPOINTMENT TO TAFE TEACHING SERVICE: _____

DATE OF TRANSFER TO PRESENT LOCATION: _____

NOMINATED ADVISER: _____

LAST REPORT DATE: _____

TEACHER'S SIGNATURE: _____ DATE: _____

NOTED: _____ DATE: _____

PRINCIPAL

(ALL MEMBERS OF TAFE TEACHING SERVICE)

Dear Member of the TAFE Teaching Service,

Thank you for your application for advice/assessment under the TAFE Teaching Service Advisory/Assessment Scheme of the Education Commission.

The following guidelines are provided for your consideration.

A. You should obtain the advisory form TAA.3 and read it carefully to develop an understanding of the main areas about which you are able to seek advice. Feel free to discuss the form with your colleagues, supervisor, or other senior officers.

B. As an aid to your preparation you should make yourself aware of Departmental documents and the types of information which they contain. For example, you could seek knowledge of administrative procedures relating to the conduct of classes and develop a general awareness of Departmental educational policies as published from time to time.

   Your supervisor will be able to give you direction in these areas. Your College library may also maintain a collection of Departmental educational/administrative policies and procedures.

C. Probably the most important part of the advisory/assessment process is the formulation of an Action Plan on professional and career advice. The accomplishment of the Action Plan will depend largely on your initiative in following through any recommendations and advice.

D. The procedures to be followed during the advisory process are detailed on the form.

   Should matters be handled in such a way that you feel disadvantaged, discuss your concern in the first instance with your adviser. If not satisfactorily resolved contact your regional Assessment Co-ordinator or the Teacher Education Service (Staff Development Division).

For further guidance contact your immediate supervisor, or a senior College or School staff officer.

Yours sincerely,

Principal.

NEW SOUTH WALES DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION

TAFE TEACHING SERVICE ADVISORY/ASSESSMENT SCHEME

ADVICE ON PROFESSIONAL AND CAREER DEVELOPMENT

PURPOSE: This document is to be used:

- to assist TAFE teachers to assess their progress,
- to provide them with formal advice,
- to formulate an ACTION PLAN for a teacher's professional and career development. The Plan is to be an agreed document arrived at by discussion between the teacher concerned and the advisor.

The Plan will be used to maintain communication between the adviser and the teacher. This is a voluntary scheme and is initiated by the teacher after the completion of three years of service.

ADMINISTRATION:

- After three years of service teachers may apply for advice on their professional and career development by appropriately completing the form. Three years must elapse before another application for Career Development TAA3 can be submitted.
- The Principal approves/does not approve the application.
- This ACTION PLAN is a private document developed for the benefit of the teacher concerned. Copies are not to be made. The original is to be retained by the teacher.
- To be eligible for further formal professional and career development advice it is the responsibility of the teacher to demonstrate to the adviser that as far as possible any previously formulated Action Plan has been implemented.
- It is recommended that teachers retain Action Plans and the evidence which supports successful completion of them.

ADVISER: The adviser could be the teacher's immediate supervisor or another senior officer nominated by the teacher.

GUIDELINES:

Each supervisor, or nominated supervisor, is responsible for providing opportunities for a teacher to seek professional and career advice.

The teacher seeking advice is responsible for

- nominating those areas in which advice is sought.
- giving the advisory officer notice of such areas.

The ACTION PLAN should be prepared jointly by the adviser and the teacher. It is expected that discussion should occur at least one week prior to any lesson observation.

It is the adviser's responsibility to be available for discussion regarding the issues raised in the advisory report.

NEW SOUTH WALES DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION

TAFE TEACHING SERVICE ADVISORY/ASSESSMENT SCHEME

ADVICE ON PROFESSIONAL AND CAREER DEVELOPMENT

THIS ASSESSMENT SHOULD BE MADE

AFTER COMPLETION OF AT LEAST THREE YEARS OF SERVICE

FAMILY NAME:

GIVEN NAMES:

DESIGNATION:

DATE APPOINTED TO TAFE: / /

SCHOOL:

DATE APPOINTED TO THIS COLLEGE: / /

COLLEGE:

TEACHER OF:

RECOGNISED TEACHER EDUCATION COMPLETED:

MTH.YR.

DATE/S OF:

- THIS ADVICE:

- PREVIOUS ADVICE: (if applicable)

TYPE OF LESSON OBSERVED:

LESSON TITLE:

SUBJECT/COURSE:

SUPERVISOR (S) CONSULTED:

(Name(s) and Designation (s))

POSSIBLE AREAS FOR DISCUSSION

Section A: EDUCATIONAL AREAS

Technical knowledge of teaching subjects.

Knowledge of recent developments in own and associated fields.

Contribution to subject area within the School.

Teaching performance
- development of lesson
- application of technical knowledge
- appropriate use of aids
- classroom interaction
- marking of assignments, tests, setting of work.

Organisation and planning of teaching

Teaching method, variety and appropriateness

Ability to motivate students

Knowledge of relevant acts and their regulations.

Section B: ADMINISTRATION AREAS

Knowledge/experience of administrative procedures specific to a teacher's duties

Knowledge/experience of Government and TAFE policies

Knowledge/experience of the role and structure of TAFE

Knowledge/experience of personnel policies and procedures

Knowledge/experience of procedures for developing and implementing curriculum change

Awareness of a teacher's responsibilities in relation to equal opportunity principles in education

Section C: OTHER RELEVANT AREAS

Comments might be made on a number of issues, for example: enthusiasm for the job, relationship with students, relationship with colleagues, problem solving ability, administrative procedures required in School and/or College promotions positions, public relations, participation within the section, liaison with industry, development of personal technical skills, educational development, etc.

NEW SOUTH WALES DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION

TAFE TEACHING SERVICE ADVISORY/ASSESSMENT SCHEME

ADVICE ON PROFESSIONAL AND CAREER DEVELOPMENT

ACTION PLAN

(PLEASE PRINT)

TEACHER'S NAME:_____ DESIGNATION:_____ LOCATION:_____

Following our discussions, we agree to the following action:

AIMS	OBJECTIVES	INDICATORS OF ACHIEVEMENT	DATE OF REVIEW

Signature of adviser: _____

Name of adviser: _____

Designation of adviser: _____

Signature of teacher: _____ Date : / /

Original: retained by the teacher

NO COPIES TO BE MADE

APPENDIX E

EXAMPLE OF AN AGENDA

Title of organisation

NOTICE OF MEETING

Details of date, time and place of meeting.

AGENDA

1. Welcome
2. Apologies
3. Confirmation of previous minutes
4. Business arising from the previous minutes

   4.1)
   4.2) Business not covered in other agenda items
   etc)

5.)
)
6.) Substantial items (often repeated each meeting, e.g. financial report,
) teaching program review, staff development, staff reports).
7.)
etc.)

8. Other business
9. Information items
10. Date of next meeting
11. Closure.

APPENDIX F

NATIONAL INDUSTRY TRAINING COMMITTEES

These are the national offices of the ITCs. There are also State/Territory offices.

Mr D Watts
Chairman
PO Box 1554
Potts Point NSW 2011

Mr L Miller
Chairman
Australian Automotive Industry Training Council
PO Box 6027
Melbourne VIC 3004

Mr R J Letten
Chairman
National Building & Construction Industry Training Council
PO Box 650
Carlton South VIC 3053

Mr R R Hancock
Chairman
Australian Drilling Industry Training Committee
PO Box 1545
Macquarie Centre NSW 2113

Mr F Hall
Chairman
National Electrical & Electronic Industry Training Committee Ltd
12th Floor, The Denison
65 Berry Street
North Sydney NSW 2060

Mr M Rapp
Chairman
National Fishing Industry Training Committee
GPO Box 2851AA
Melbourne VIC 3001

Mr I Hollindale
Chairman
National Food Industry Training Council
PO Box 493
Gladesville NSW 2111

Mr P Mathews
Chairman
National Furniture Industry Training Committee
4th Floor, 370 St Kilda Road
Melbourne VIC 3004

Professor R Gates
Chairman
Local Government Training Council Inc
Australian Local Government Centre
8 Geils Street
Deakin ACT 2600

Mr F Murphy
Chairman
National Maritime Industry Training Committee
GPO Box 365F
Melbourne VIC 3001

Mr R Bonouvrie
Chairman
National Plastics Industry Training Committee
49 Anzac Parade
Kensington NSW 2004

Mr N Crichton
Chairman
National Printing Industry Training Committee
PO Box 58
St Leonards NSW 2065

Mr D Fraser
Chairman
National Retail Industry Training Council Ltd
134 Broadway
Broadway NSW 2007

Mr G Cowin JNR
Chairman
National Road Transport Industry Training Committee
75-79 Chetwynd Street
North Melbourne VIC 3051

Mr R Webb
Chairman
National Rural ITC
PO Box E10
Queen Victoria Terrace
Canberra ACT 2600

Mr S Bitmead
Chairman
Australian Textiles Clothing & Footwear Industry Training Council
GPO Box 1469N
Melbourne VIC 3001

Mr F O'Shea
Chairman
National Forest Industries Training Council Ltd
PO Box 307
Nunawading VIC 3131

Mr W Sprokkreeff
Chairman
National Tourism Industry Training Committee Ltd
PO Box K743
Haymarket NSW 2000

APPENDIX G

South Australian CAE sample 'Self appraisal of teaching' sheet, from a USA college.

FACULTY SELF-DESCRIPTION OF TEACHING

Department_____

Instructor_____Course Number _____ ____Quarter, 19 ____

1. The following items reflect some of the ways teachers can be described. Please circle the number which indicates the degree to which you feel each item is descriptive of your teaching in this course. In some cases, the statement may not apply. In these cases, check Doesn't apply or don't know

In teaching this course, I:	Not at all Descriptive				Very Descriptive	Doesn't apply or don't know	
. Discuss points of view other than my own	1	2	3	4	5	( )	(34)
. Contrast implications of various theories	1	2	3	4	5	( )	
. Discuss recent developments in the field	1	2	3	4	5	( )	
. Give references for more interesting and involved points	1	2	3	4	5	( )	
. Emphasise conceptual understanding	1	2	3	4	5	( )	
. Explain clearly	1	2	3	4	5	( )	
. Am well prepared	1	2	3	4	5	( )	
. Give lectures that are easy to outline	1	2	3	4	5	( )	
. Summarise major points	1	2	3	4	5	( )	
. State objectives for each class session	1	2	3	4	5	( )	
. Identify what I consider important	1	2	3	4	5	( )	
. Encourage class discussion	1	2	3	4	5	( )	
. Invite students to share their knowledge & experience	1	2	3	4	5	( )	
. Invite criticism of my own ideas	1	2	3	4	5	( )	
. Know if the class is understanding me or not	1	2	3	4	5	( )	(43)
. Have students apply concepts to demonstrate understanding	1	2	3	4	5	( )	
. Know when students are bored or confused	1	2	3	4	5	( )	
. Have genuine interest in students	1	2	3	4	5	( )	
. Give personal help to students having difficulties in course	1	2	3	4	5	( )	
. Relate to students as individuals	1	2	3	4	5	( )	
. Am accessible to students out of class	1	2	3	4	5	( )	
. Have an interesting style of presentation	1	2	3	4	5	( )	
. Am enthusiastic about my subject	1	2	3	4	5	( )	
. Vary the speed and tone of my voice	1	2	3	4	5	( )	
. Have interest in & concern for the quality of my teaching	1	2	3	4	5	( )	
. Motivate students to do their best work	1	2	3	4	5	( )	
. Give interesting & stimulating assignments	1	2	3	4	5	( )	
. Give examinations requiring synthesis of parts of course	1	2	3	4	5	( )	
. Give examinations permitting students to show understanding	1	2	3	4	5	( )	
. Keep students informed of their progress	1	2	3	4	5	( )	(53)

PLEASE TURN THE PAGE

APPENDIX H

ABOUT THE TAFE NATIONAL CLEARINGHOUSE/VOCATIONAL EDUCATION AND TRAINING DATABASE

The attached brochure describes the Clearinghouse and database.

How can I contribute?

One way to tell others about your research and development activities is to contribute to the Clearinghouse.

Contributions may be made to the National Clearinghouse by completing and forwarding a TAFE Clearinghouse Submission Form accompanied by two copies of the material to your local State or Territory Clearinghouse Officer. Submission forms are available from the addresses on this brochure.

Forms to describe new and ongoing research and development projects are also available from your local or National Clearinghouse Officer.

Asian and Pacific Skill Development Information Network (APSDIN)

The National TAFE Clearinghouse Information Network is the *Australian Focal Point* for APSDIN. APSDIN is a regional International Labour Office (ILO) initiative. Our involvement means that we are able to help create awareness of the role of information in the development and improvement of vocational training in this region. By regular receipt of microISIS diskettes from APSDIN and the ILO, international and regional information is loaded into the *Vocational Education and Training Database*.

State, Territory and National TAFE Clearinghouse Addresses

Australian Capital Territory TAFE Clearinghouse
ACT Institute of TAFE
Woden Campus
GPO Box 826
Canberra City ACT 2601 (062) 83 4688

New South Wales TAFE Clearinghouse
NSW Department of TAFE
Head Office Library, Level 7
PO Box K638
Haymarket NSW 2000 (02) 289 7395

Northern Territory TAFE Clearinghouse
School Library Services
PO Box 39971
Winnellie NT 0821 (089) 89 5903

Queensland TAFE Clearinghouse
Department of Employment, Vocational Education and Training Library
PO Bag 3
Brisbane QLD 4101 (07) 237 0609

South Australian TAFE Clearinghouse
SA Department of TAFE
GPO Box 2352
Adelaide SA 5001 (08) 226 3416

Tasmanian TAFE Clearinghouse
Division of Further Education
Murray House
73 Murray Street
Hobart TAS 7000 (002) 30 7118

Victorian TAFE Clearinghouse
State Training Board Library
Level 4, South Tower Rialto
PO Box 266D
Melbourne VIC 3001 (03) 628 2324

Western Australian TAFE Clearinghouse
The Office of TAFE
151 Royal Street
East Perth WA 6004 (09) 420 4031

National TAFE Clearinghouse
TAFE National Centre for Research and Development Ltd
252 Kensington Road
Leabrook SA 5068 (08) 332 7822

About the National TAFE Clearinghouse Information Network

TAFE National Centre for Research and Development

What is the National TAFE Clearinghouse Information Network?

The National TAFE Clearinghouse Information Network provides information on

- published and unpublished documents, articles and non-print materials about vocational education and training in Australia, the Asian and Pacific region and the International Labour Office membership countries
- projects in progress in the technical and further education and training areas in Australia
- and much more!

Each State and Territory TAFE Authority has its own Clearinghouse, where local information is collected, edited and sent to the National Clearinghouse.

The *role* of the National Clearinghouse is

- to co-ordinate research and development information concerning TAFE and training, forwarded by the State / Territory and National Centre Clearinghouses
- to collect, edit and publish information about ongoing research projects in TAFE and training via the *Vocational Education and Training Database*
- to be the Australian focal point of the Asian and Pacific Skill Development Information Network (APSDIN)
- to make the national and international information available in database and published formats
- to maintain links with other related information networks and clearinghouses like the Educational Resources Information Centre (ERIC).

What does the National TAFE Clearinghouse Information Network do?

In running the *Vocational Education and Training Database* it aims to

- give greater access to national and international vocational education and training information and materials
- encourage new initiatives in TAFE
- provide avenues and opportunities for publicity and dissemination of material produced by TAFE staff
- prevent the duplication of research and other initiatives, thus reducing wastage of resources.

Vocational Education and Training Database

The *product* of the National TAFE Clearinghouse Information Network is the *Vocational Education and Training Database*, which appears quarterly in two formats:

- datadiskettes using the CDS / ISIS micro version (MicroISIS) software
- hard copy.

The database includes entries on

- research reports
- evaluation studies
- policy documents
- curriculum materials
- survey results / questionnaires
- workshop / seminar / conference proceedings
- theses
- bibliographies
- ongoing research projects
- journal articles.

How can I locate documents?

Once references are located via the database, requests for the documents should be directed to the Clearinghouse in the State / Territory from which the material originated.

Where the Clearinghouse is not involved in the distribution, requests are to be forwarded to the location mentioned in the *availability* field.

Some items may only be available through the Interlibrary Loan service. For further details, please ask your Librarian or contact your State or Territory Clearinghouse.

Sample of a Document Entry

01196 TD TNC 18.1

Australia. TAFE National Centre for Research and Development. International Conference on Recent Research and Development in Vocational Education. Conference papers. Adelaide. TAFE National Centre for Research and Development. 1989. 3 volumes.

These conference proceedings contain papers covering themes like: women's issues in vocational education; learning styles in vocational education; performance assessment; economic changes and the technician workforce; education - industry links; vocational education, technology and society; vocational teacher education; improving opportunities for student retention and progress; vocational education across the world; curricula in vocational education and information services in vocational education.

Keywords: Vocational education; Conference; Research and development; Australia; Educational innovation.

ISBN: 0863973418

Available from: TAFE National Centre for Research and Development, 252 Kensington Rd., LEABROOK SA 5068. Loan; photocopy of individual articles.